

Year One English Curriculum ☺

Reading

- Match graphemes (letters) for all phonemes (sounds)
- Cover all Phase 5 sounds and their alternative graphemes (these can be found in your child's Reading Diary)
- Read phonics books aloud
- Read from a range of 'reading scheme' books to avoid over-reliance on a particular type of book. Reading scheme books include Floppy's Phonics, Phonics Bugs, Jelly and Bean, Project X, Collin's Big Cat, ORT Traditional Tales and levelled 'real books'
- Read accurately by blending sounds
- Read words with very common suffixes (un-, dis-, re-)
- Read contractions and understand purpose (I'm, I'll, I've)
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title and events
- Make simple predictions
- Read topic related books that cover a variety of different genres, for example fiction, non-fiction and poetry



Writing

- Name letters of the alphabet in order
- Write words using phonic knowledge
- Spell words that do not follow the rules of phonics ('exception' words)
- Spell days of the week
- Use very common prefixes and suffixes
- Use the spelling rule for adding -s or -es, using the prefix -un and using -ing, -ed, -er and -est
- Form lower case letters correctly
- Form capital letters and digits correctly
- Compose sentences orally before writing
- Read own writing to peers or teachers
- Learn to write in a variety of different genres and for different purposes, for example narratives about personal experiences and those of others, real events, poetry, diary entries and letters
- Begin to plan ideas for writing and create a 'word bank' of ideas
- Begin to take ownership of their writing by responding to their teacher's comments and working towards individual targets

Grammar

- Leave spaces between words
- Begin to use basic punctuation . ? !
- Use capital letters for proper nouns
- Use common plural and verb suffixes (-s, -es, -ed, -ing)
- Join words and clauses using 'and'

Speaking and Listening

- Listen and respond appropriately
- Ask relevant questions
- Maintain attention and participate
- Take part in drama activities and workshops e.g. hot seating based on familiar texts or experiences



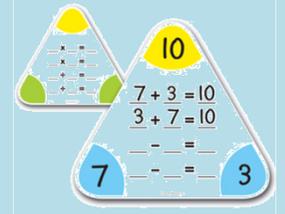
Number and Place Value

- 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
- Identify one more and one less than a given number
- Identify and represent numbers using objects and pictorial representations e.g. numicon and the number line
- 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



Calculation and Securing Number Facts

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Memorise and use number bonds and related subtraction facts to 10 and 20 e.g. $9+7=16$; $16-7=9$; $7=16-9$
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction and missing number problems such as $7 = 9 - ?$



Measurement

- Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume and time
- Measure and begin to record their findings
- Recognise and know the value of different coins and notes
- Sequence events in chronological order using the appropriate language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- Recognise and use language relating to dates, including days of the week, and 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



Multiplication

- 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

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

Geometry

- Recognise and name common 2-D and 3-D shapes
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Problem solving and reasoning are interwoven throughout all of the mathematical areas

Year One Science Curriculum ☺

Biology

- 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
- 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
- Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense

Chemistry

- 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, rock and water
- 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 physical properties

Physics

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

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use observations and ideas to suggest answers to questions
- Gather and record data to help answer questions



Year One History Curriculum ☺

Changes in living memory

- Place events and objects in chronological order e.g. toys, household objects, pictures of homes
- Use common words and phrases relating to the passing of time e.g. old, new, before, after, a long time ago
- Identify similarities and differences between ways of life in different periods e.g. understand the difference between two homes built at different times, compare and contrast seaside holidays by looking at photographs and video evidence, place toys on the timeline by comparing and contrasting features
- Ask and answer questions choosing and using sources to show that they know and understand key features of events

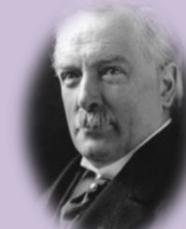


Key Individuals

- Queen Victoria
- Significant local people: David Lloyd George, Thomas Hardy

Key Events

- Victorian Era
- History of toys
- Guy Fawkes
- Remembrance Day



Year One Geography Curriculum ☺

- Name and locate the four countries and capital cities of the United Kingdom using atlases and globes
- Identify how a capital city is marked on a UK map
- Direct 'Bee bots' around the different countries within the UK
- Use aerial photographs to identify differences between the countryside and cities
- Use aerial photographs to recognise landmarks and basic human and physical features
- Name and locate world's continents and oceans
- Identify the 7 different continents and oceans of the world and mark them on a map
- Discuss key features of different continents
- During topic on Toys, look at different toys from a variety of continents
- Look at key physical and human features of UK locations. 1 seaside location, 1 mountainous location
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country
- Use basic geographical vocabulary to refer to local and familiar features
- Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment
- Devise a simple map of the school and construct basic symbols in a key



Year One Computing Curriculum ☺

- Learn about the uses of information technology within and beyond the school
- Explore different types of information technology, talk about the importance and uses of them and how they have changed over time
- Use technology purposefully to create digital content using a variety of engaging resources
- Continue to develop word processing and mouse skills
- Further develop an understanding of **e-safety**
- Learn about the importance of keeping personal information private
- Identify where to go for help when they have concerns about content or contact using online technologies
- Begin to develop basic coding skills and write simple applications and games
- Learn that programs operate by following clear instructions and that programs respond to inputs to do different things
- Learn to give precise instructions and combine start up and input events to create more advanced apps and programs
- Understand the use of algorithms and how they are implemented
- Create and debug simple programs using a variety of resources, including floor robots



Year One Physical Education Curriculum ☺

- Master basic movement, e.g. running, jumping, throwing
- Improve throwing and catching skills
- Incorporate the fundamental skills of balance, agility and co-ordination into every lesson
- Be introduced to a range of sports including multi-skills, hockey, tag rugby, cricket, tennis and netball
- Participate in small team games, understanding and appreciating competition
- Become physically confident in a way which supports health and fitness
- Perform dances using simple movement
- Master basic gymnastic skills including forward rolls, backward rolls, head stands, handstands and cartwheels
- Create, perform and evaluate basic floor movements and patterns



Year One Art and Design Curriculum ☺

- Use and experiment with a range of materials and processes in order to create and achieve different effects and select the appropriate materials in order to reflect their intentions
- Use drawing, painting and sculpture to develop and share their ideas and experiences
- Have the opportunity to work from their observations, imaginations and memory
- Develop techniques of colour, pattern, texture, line, shape, form and space
- Know that different forms of creative work are made by artists, craftsmen and designers from specific cultures and times, for example Van Gogh, Andy Warhol, Jackson Pollock.
- Artists are introduced to enrich the term's topic and children are able to comment on the work of others, employing techniques from their work
- Evaluate their own work by describing the processes that they used reflecting on which techniques they preferred, what they could have done differently.



Year One Design and Technology Curriculum ☺

Design

- Use the '3 S approach' (Something, for Someone, in a Situation) to design functional products that have a clear purpose and intended users
- Generate, model and communicate ideas through talking, drawing, mock-ups and, where appropriate, information and communication technology (e.g. video, photographs, verbal recordings)

Make

- Cut materials and ingredients safely and hygienically
- Demonstrate a range of cutting and shaping techniques (e.g. tearing, cutting, grating, folding and joining)
- Select and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics (e.g. use wool to add hair to a puppet)

Evaluate

- Explore and evaluate a range of existing products linked to class topics to identify likes and dislikes; suggest possible improvements
- Evaluate own ideas and products against agreed design criteria; identify successful elements and possible improvements (recorded through video, photographs, verbal recordings)

Technical knowledge

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products
- Explore and use mechanisms (e.g. levers, sliders, fixed split pins) in plans and products

Cooking and nutrition

- Use the basic principles of a healthy and varied diet to assemble or cook ingredients
- Understand where food comes from both as part of a chain and the geographical location





Year One Music Curriculum ☺



- Through the opportunity of singing songs the children are able to use their voices in different ways and repeat short rhythmic or melodic patterns. They can differentiate between high and low sounds, developing a sense of relative pitch and they can sing with a sense of rhythm
- Play tuned and untuned instruments. Explore and recognise that sounds can be made in different ways and are effective at reflecting different characters or moods.
- Children distinguish between different instruments and name a range of instruments.
- Children perform with a reasonable sense of pulse
- Children listen and respond to live and recorded music through movement and demonstrate their personal response to a piece commenting on what it sounds like, what mood it evokes, which instruments may have been used and whether they like or dislike it
- Make and combine sounds musically, have the opportunity to rehearse and perform to a larger audience, for example through the Nativity show and assemblies



Year One Religious Education Curriculum ☺



- Explore what is special about belonging. Make links between their own and their peers' experiences of living in a family, being part of a wider community and belonging to a religious family/community
- Talk about how people show that they belong to a religion and what difference that makes to the way that they live their lives
- Explore the Hindu festival of Light, Diwali and recall the story of Rama and Sita
- Investigate the ways in which Hindu's celebrate Diwali and suggest why the festival is so important to believers
- Learn about the Jewish festival of light, Hanukkah
- Discover the significance of light during the festival and learn about the different celebrations that take place over the 8 days
- Compare festivals from different religions and use the story 'Light the Lights' by Margaret Moorman to understand that people celebrate different festivals and have different beliefs within our community, our school and even our own family
- Retell the Christmas story, note the key events and characters, recognise the importance of the Birth of Jesus Christ for Christians
- Explore the ways in which Christians prepare for and celebrate Christmas and take part in many traditions, for example hosting a Nativity play and making Christmas cards
- Understand what it means to belong to the Christian faith, why Christians baptise and learn the key features of a Church
- Read the story of the Passover and explore how it influences Jewish practices and ways of life
- Study the events that lead up to Easter and understand why Easter is a celebration for Christians
- Look at symbols of Easter and their significance when celebrating Easter
- Explore and compare beliefs and practices across religions and understand what a holy day, an artefact and a festival is and who religious leaders are