

Year 1 English						
Key Texts based on STAT recommendations	Reading	Writing	Spelling	Grammar and Punctuation	S&L	Handwriting
<p>Owl Babies – by Martin Waddell</p> <p>The Monkey with the Bright Blue Bottom by Steve Smallman</p> <p>Monkey Puzzle by Julia Donaldson</p> <p>The Gruffalo - by Julia Donaldson</p> <p>Penguin Small – by Mick Inkpen</p> <p>Elmer Stories – by David McKee</p> <p>The Rainbow Fish – by Marcus Pfister</p> <p>Dogger – by Shirley Hughes</p> <p>Where’s My Teddy? – by Jez Aldborough</p> <p>The Veleveteen Rabbit – by</p>	<p>skills to decode words</p> <p>use correct sound to graphemes for all 40+ phonemes, blend sounds in unfamiliar words containing taught GPCs</p> <p>read common exception words, read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable</p> <p>read words with contractions</p> <p>read aloud appropriate level books</p>	<p>write sentences saying out loud what they are going to write about</p> <p>compose a sentence orally before writing it, sequence sentences to form short narratives,</p> <p>re-read what they have written to check for sense, discuss what they have written with teacher/other pupils,</p> <p>read aloud their writing clearly</p>	<p>words containing the 40+ phonemes already</p> <p>Taught common exception Words</p> <p>days of the week</p> <p>name letters of the alphabet:</p> <p>name letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>prefixes and suffixes: use spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for</p>	<p>develop understanding of concepts set out in English Appendix 2</p> <p>by: leave spaces between words</p> <p>join words and join clauses using and</p> <p>use a capital letter and a full stop, question or exclamation mark</p> <p>use a capital letter</p>	<p>Pupils should be taught to: listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations</p>	<p>sit correctly at a table,</p> <p>hold pencil comfortably and correctly</p> <p>begin to form lower-case letters in correct direction, starting and finishing in right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting ‘families’</p> <p>practise these</p>

<p>Lost in the Toy Museum – by David Lucas Threadbear – by Mick Inkpen The Little Boat – by Kathy Henderson This is the Bear series – by Sarah Hayes The Mr Men and Little Miss series – by Roger Hargreaves The Three Little Pigs - When Will it be Spring? - by Catherine Walters The Pirate Cruncher – by Jonny Duddle The Pirates Next Door – by Jonny Duddle Pirate Pete - by Kim Kennedy The Night Pirates – by Peter Harris Captain Abduls Pirate School – by Colin Mc Naughton</p>	<p>re-read to build up fluency and confidence develop reading for pleasure listen to/discuss wide range of poems, stories and non-fiction independently link what they read/hear read to own experiences become familiar with/retell key stories, fairy stories and traditional tales consider characteristics recognise/ join in with reading appreciate rhymes and poems, recite some by heart discuss word meanings understand books they read/ listen to draw on knowledge/ background information/</p>	<p>simple sentences dictated by teacher (include GPCs and common exception words taught so far.</p>	<p>verbs use prefix un– use –ing, –ed, –er and – est where no change is needed in the spelling of root words apply simple spelling rules and guidance write from memory</p>	<p>for names of people, places, days of the week, and personal pronoun ‘I’ Learn grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic 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,</p>	
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<p>Captain Flynn and the Pirate Dinosaurs series – by Giles Andreae Peter Pan – by JM Barrie (ladybird edition) The Troll – by Julia Donaldson Seaside Poems by Shirley Hughes A variety of non-fiction books linked the seaside (library loans box) The Lighthouse Keeper’s Lunch – by Rhonda and David Armitage The Lighthouse Keeper’s Cat – by Rhonda and David Armitage The Lighthouse Keeper’s Rescue – Rhonda and David Armitage</p>	<p>vocabulary provided by teacher check that the text makes sense to them as they read correct inaccurate reading discuss title and events make inferences predict discuss texts listening to what others say explain understanding</p>				<p>performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) § consider and evaluate different viewpoints</p> <p>attending to and building on the contributions of others select and use appropriate registers for effective communication.</p>	
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NUMBER - Number and Place Value Pupils should be taught to:	
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	Pupils practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations. They practise counting as reciting numbers and counting as enumerating objects, and counting in 2s, 5s and 10s from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions. They recognise and create repeating patterns with objects and with shapes.
count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s	
given a number, identify 1 more and 1 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 - Addition and Subtraction Pupils should be taught to: Notes and Guidance (Non Statutory) read, write and interpret mathematical	
represent and use number bonds and related subtraction facts within 20	Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$). They should realise the effect of adding and subtracting 0. This establishes addition and subtraction as related operations. Pupils combine and increase numbers, counting forwards and backwards. They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	
add and subtract one-digit and two-digit numbers to 20, including 0	
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	
Number - Multiplication and Division Pupils should be taught to:	
solve one-step problems involving multiplication and division, by calculating	Through grouping and sharing small quantities, pupils begin to understand:

the answer using concrete objects, pictorial representations and arrays with the support of the teacher	multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. They make connections between arrays, number patterns, and counting in 2s, 5s and 10s.
Number – Fractions Pupils should be taught to:	
recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity	Pupils are taught half and quarter as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.
recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity	
MEASUREMENTS Pupils should be taught to:	
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]	The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units. In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers. Pupils use the language of time, including telling the time throughout the day, first using o’clock and then half past.
recognise & know the value of different denominations of coins & 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 - Properties of shapes	

<p>Pupils should be taught to: Notes and Guidance (Non Statutory) recognise and name common 2-</p>	
<p>recognise and name common 2-D and 3-D shapes, including:</p>	<p>Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and 2-D shapes pyramids are not always similar to each other</p>
<p>2-D shapes [for example, rectangles (including squares circles and triangles)]</p>	
<p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p>	
<p>GEOMETRY - Position and Direction Pupils should be taught to:</p>	
<p>describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	<p>Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.</p>

Science				
<p><i>Scientific Enquiry</i> 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</p>	<p>Plants 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 S4 Enterprise Opportunity – Grow plants and flowers to sell at the School Fair.</p>	<p>Animals, including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals S4 Identify and name a variety of common animals that are carnivores, herbivores and omnivores S4 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) S1 S4 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense S4</p>	<p>Everyday materials</p> <ul style="list-style-type: none"> • 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 <p>S2 S3 S4 S5 S6 – Which is the best material to make Teddy a raincoat?</p>	<p>Seasonal changes ☒☒ Observe changes across the 4 seasons S2 ☒☒ Observe and describe weather associated with the seasons and how day length varies S2 S5</p>

Art						
Drawing	Painting	Collage	3D	Textiles	Print making	Communication (inc IT)
<p>Draw lines of different sizes and thickness.</p> <ul style="list-style-type: none"> • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<p>Use thick and thin brushes.</p> <ul style="list-style-type: none"> • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<p>Use a combination of materials that are cut, torn and glued.</p> <ul style="list-style-type: none"> • Sort and arrange materials. • Mix materials to create texture. 	<p>Use a combination of shapes.</p> <ul style="list-style-type: none"> • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<p>Use weaving to create a pattern.</p> <ul style="list-style-type: none"> • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<p>Use repeating or overlapping shapes.</p> <ul style="list-style-type: none"> • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<p>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>

DT			
Mechanisms	Food	Structure	Textiles
<p>Cut materials safely using tools provided.</p> <ul style="list-style-type: none"> • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<p>Cut, peel or grate ingredients safely and hygienically.</p> <ul style="list-style-type: none"> • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. 	<p>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.</p>	<p>Shape textiles using templates.</p> <ul style="list-style-type: none"> • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

Geography

Investigate the countries and capitals of the United Kingdom.
Compare and contrast a small area of the United Kingdom with that of a non-European country.
Explore weather and climate in the United Kingdom and around the world.
Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
Use world maps, atlases and globes.
Use aerial photographs.
Use fieldwork and observational skills.

History

Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
Significant historical events, people and places in their own locality.

PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gym (balances)	Dance	Gymnastics	Dance	Indoor athletics	
football	Netball	Games	Basketball	Bat and ball	Cricket/fielding/ athletics

Computing				
Digital Literacy	Computer Science	Communication	Safe and Responsible use	Information Technology
<p>UNIT 1: GRAPHICS USE ICT TO GENERATE IDEAS FOR THEIR WORK. USE VARIOUS TOOLS INCLUDING BRUSHES, PENS, LINES, FILL, SPRAY AND STAMPS. USE SAVE, RETRIEVE, AMEND AND PRINT. (USE IT SKILLS TO CREATE AN ANIMAL PICTURE)</p> <p>UNIT 2: TEXT (BOOKCREATOR) USE THE SPACEBAR, BACK SPACE, ENTER, SHIFT AND ARROW KEYS. START TO USE TWO HANDS WHEN TYPING. WORD PROCESS SHORT TEXTS, RATHER THAN COPYING UP WRITTEN WORK. (PRODUCE A SHORT NF TEXT</p>	<p>UNIT 1: BEE BOTS (APP) GIVE AND FOLLOW INSTRUCTIONS, WHICH INCLUDE STRAIGHT AND TURNING COMMANDS, ONE AT A TIME. EXPLORE OUTCOMES WHEN INSTRUCTIONS ARE GIVEN IN SEQUENCE. GIVE A SIMPLE SEQUENCE OF INSTRUCTIONS. UNIT 2: DAISY DINO/BEE BOTS (APP) DISCUSS/EXPLORE WHAT WILL HAPPEN WHEN INSTRUCTIONS ARE GIVEN IN A SEQUENCE. GIVE A SEQUENCE OF INSTRUCTIONS TO COMPLETE A SIMPLE TASK. INSTRUCTIONS USE BOTH MOVEMENT COMMANDS AND ADDITIONAL COMMANDS. KNOWLEDGE OBJECTIVES: ALGORITHMS ARE SETS OF INSTRUCTIONS FOR ACHIEVING GOALS ALGORITHMS CAN DESCRIBE EVERYDAY ACTIVITIES AND CAN BE FOLLOWED BY HUMANS AND BY COMPUTERS. COMPUTERS NEED MORE PRECISE INSTRUCTIONS THAN HUMANS DO. COMPUTERS ARE CONTROLLED BY A SEQUENCE OF INSTRUCTIONS. A COMPUTER PROGRAM IS LIKE THE</p>	<p>WEBSITES TALK ABOUT WEBSITES THEY HAVE BEEN ON. EXPLORE A WEBSITE BY CLICKING ON BUTTONS, ARROWS, MENUS AND HYPERLINKS. NAVIGATE 'BACK' BY CLICKING ON THE 'BACK' BUTTON. COMPLETE A SEARCH UNDER THE SUPERVISION OF ADULTS. (RESEARCH INFORMATION ABOUT THE TOPIC USING WEBSITES SPECIFIED BY THE TEACHER)</p>	<p>MAKE DECISIONS ABOUT WHETHER OR NOT STATEMENTS OR IMAGES FOUND ON THE INTERNET ARE LIKELY TO BE TRUE. IDENTIFY DIFFERENT DEVICES THAT CAN GO ON THE INTERNET, AND SEPARATE THOSE THAT DO NOT. IDENTIFY WHAT THINGS COUNT AS PERSONAL INFORMATION. IDENTIFY WHEN INAPPROPRIATE CONTENT IS ACCESSED AND ACT APPROPRIATELY (TO BE COVERED THROUGHOUT THE YEAR AND A SPECIAL FOCUS DURING E-SAFETY WEEK – SPRING TERM)</p>	<p>KNOW THAT IMAGES GIVE INFORMATION. SAY WHAT A PICTOGRAM IS SHOWING THEM. PUT DATA INTO A PROGRAM (PICTOGRAM). SORT OBJECTS AND PICTURES IN LISTS OR SIMPLE TABLES. (CREATE A PICTOGRAM – DIFFERENT EYE COLOURS IN THE CLASS)</p>

ABOUT TOYS – CROSS CURRICULAR/HISTORY LINK)	NARRATIVE PART OF A STORY, AND THE COMPUTER’S JOB IS TO DO WHAT THE NARRATOR SAYS. COMPUTERS HAVE NO INTELLIGENCE, AND SO FOLLOW THE NARRATOR’S INSTRUCTIONS BLINDLY. (GIVE AND FOLLOW INSTRUCTIONS TO CONTROL A PROGRAMMABLE TOY AROUND A TREASURE MAP)			
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Music					
Topic Songs Songs and activities linked to topic/theme to be used for short musical moments, preferably daily	Christmas Presentation Unit for KS1 All children from KS1 involved in learning and performing a 30 minute presentation which includes singing, optional instrumental parts, acting, movement and dance	Where the magic starts Each Unit of Work is based on a range of styles and genres and musically draws together listening/appraising, composing/improvising and performing skills	Easter songs for church performance	Topic Songs Opportunity to explore links across the curriculum, to sing and make musical comparisons	Topic Songs Opportunity to explore links across the curriculum, to sing and make musical comparisons

RE			
Looking at Me Looking at You	New Beginnings	Stepping Out	Going for Goals

Enterprise opportunities					
Making and selling bread	Designing and making a sleigh which fits a criteria	Creating a film to sell to the parents	Making and selling	Seaside venture	Creating products for summer fair