

Year 1 English

Key Texts based on STAT recommendations	Reading	Writing	Spelling	Grammar and Punctuation	S&L	Handwriting
<p>A selection of texts from authors such as:- Ahlberg, Allan Coplans, Peta Coxon, Michelle Dahl, Roald Fearnley, Jan Fine, Anne Hoffman, Mary Hughes, Shirley Kerr, Judith King-Smith, Dick King-Smith, Dick Lewis, Kat Rosen, Michael Strong, Jeremy Velthuijs, Max Whybrow, Ian</p> <p>And non-fiction books</p>	<p>. apply phonic knowledge/skills until fluent read accurately by blending sounds, especially alternative sounds for graphemes read two/more syllable words read words containing suffixes read further common exception words, note unusual features read frequently encountered words on sight read aloud books closely matched to improving phonic knowledge, sounding out</p>	<p>. develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying</p>	<p>spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception</p>	<p>develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>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 registers for effective</p>	<p>. form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship</p>

	<p>unfamiliar words accurately, re-read books to build up fluency and confidence develop pleasure and motivation in reading, listen to/discuss/express views about a wide range of Contemporary/ classic poetry, stories and non-fiction at a higher reading level discuss sequence of events in books/how information is related become familiar with/retell wider range of stories, fairy stories and traditional tales be introduced to non-fiction books, structured differently</p>	<p>out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-read to check that their writing makes sense and that verbs to indicate time are used</p>	<p>words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and nearhomophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the</p>	<p>learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) the grammar for year 2 in English Appendix</p>	<p>communication. Christmas Play</p>	<p>to one another and to lower case letters use spacing between words that reflects the size of the letters.</p>
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	<p>recognise simple recurring language in stories and poetry discuss/clarify meanings of words, linking new meanings to known vocabulary/ favourite words/phrases build up repertoire of poems learnt by heart, appreciate/recite understand books they can read/listen to draw on what they know or on background information and vocabulary provided by teacher check that text makes sense make inferences answer and ask questions predict, discuss, take turns, listen</p>	<p>correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>		
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	to others explain/discuss their understanding of books, poems and other material.					
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Maths	
<p>NUMBER - Number and Place Value Pupils should be taught to:</p>	<p>Notes and guidance (Non Statutory)</p>
<p>count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward recognise the place value of each digit in a two-digit number (10s, 1s) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems</p>	<p>Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of 3 to support their later understanding of a third. As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations. Pupils should partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand 0 as a place holder</p>

<p>Number - Addition and Subtraction Pupils should be taught to: solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>Pupils extend their understanding of the language of addition and subtraction to include sum and difference. Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$; $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$; $100 - 70 = 30$ and $70 = 100 - 30$. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$). This establishes commutativity and associativity of addition. Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.</p>
<p>Number - Multiplication and Division Pupils should be taught to: recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Pupils use a variety of language to describe multiplication and division. Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the</p>	<p>Pupils use a variety of language to describe multiplication and division. Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They</p>

<p>10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$). calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$).</p>
<p>Number - Fractions Pupils should be taught to: write simple fractions e.g. $1/2$ of $6 = 3$ and recognise the equivalence of</p>	<p>Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal</p>

<p> $\frac{2}{4}$ and $\frac{1}{2}$ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shapes set of objects or quantity </p>	<p> sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet as the first example of a non-unit fraction. Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (e.g. $1\frac{1}{4}$, $1\frac{2}{4}$, (or $1\frac{1}{2}$) $1\frac{3}{4}$, 2) This reinforces the concept of fractions as numbers and that they can add up to more than 1. </p>
<p> MEASUREMENTS Pupils should be taught to: choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and </p>	<p> Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations. Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'. Pupils become fluent in telling the time on analogue clocks and recording it. They become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately. compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction </p>

<p>draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day</p>	<p>of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day</p>
<p>GEOMETRY - Properties of shapes Pupils should be taught to:</p> <p>identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p>Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces. Pupils read and write names for shapes that are appropriate for their word reading and spelling. Pupils draw lines and shapes using a straight edge.</p>
<p>GEOMETRY - Position and Direction Pupils should be taught to:</p>	
<p>order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<p>Pupils should work with patterns of shapes, including those in different orientations. Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).</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><i>Plants</i> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><i>Animals, including humans</i> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene S1 S4</p>	<p><i>Uses of everyday materials</i> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching S1 S2 S3 S5 S6</p>	<p><i>Living things and their habitats</i> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other S1 S4 S5 Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</p>
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and name different sources of food **S4**

Art							
To develop ideas	Drawing	Painting	Collage	Sculpture	Textiles	Print making	Digital media
<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • 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. 	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes.

DT						
Mechanics	Construction	Computing	Electrics and Electronics	Food	Materials	Textiles
<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. 	<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<ul style="list-style-type: none"> • Model designs using software. 	<ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). 	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. 	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • 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). 	<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

Geography

To investigate places	To investigate patterns	To communicate geographically
<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

History			
To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gymnastics	Dance	Invasion games/Skills	Net games/Skills	Striking and fielding games	Striking and fielding games

Computing			
To code	To connect	To communicate	To collect
Motion • Control motion by specifying the number of steps to	• Participate in class social media accounts.	• Use a range of applications and devices in order to communicate	• Use simple databases to record information in areas across the

<p>travel, direction and turn</p> <p>Looks • Add text strings, show and hide objects and change the features of an object.</p> <p>Sound • Select sounds and control when they are heard, their duration and volume.</p> <p>Draw</p> <p>• Control when drawings appear and set the pen colour, size and shape.</p> <p>Events • Specify user inputs (such as clicks) to control events.</p> <p>Control • Specify the nature of events (such as a single event or a loop).</p> <p>Sensing Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</p>	<ul style="list-style-type: none"> • Understand online risks and the age rules for sites. 	<p>ideas, work and messages.</p>	<p>curriculum.</p>
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Music			
To perform	To compose	To transcribe	To describe music
<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). 	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

<p>instruments.</p> <ul style="list-style-type: none"> • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 		
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RE				
To understand beliefs and teachings	To understand practices and lifestyles	To understand how beliefs are conveyed	To reflect	To understand values
<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'.

Enterprise opportunities

Making and selling
bread

Christmas Fair

Making and selling

Making and selling

Seaside ventures

Seaside ventures