



Tatsfield Primary School Year 1 Curriculum

English

Reading – Word

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.

Writing

Handwriting

Sit correctly at a table, holding a pencil comfortably and 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

Composition

Write sentences by:

Saying out loud what they are going to write about

Composing a sentence orally before writing it

Sequencing sentences to form short narratives

Re-reading what they have written to check that it makes sense

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



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Spelling Punctuation and Grammar

A breakdown of spelling, punctuation and grammar can be viewed in the Tatsfield progression booklet and the National Curriculum

Writing-vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in The National Curriculum [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'

Learning the grammar for year 1 in English Appendix 2

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

Range of opportunities

Fiction

Write stories set in places pupils have been

Write stories that use the language of fairy tales and traditional tales

Write stories with imaginary settings

Write persuasive letters

Non- Fiction

Write cards and writing of social communication

Write labels

Write recounts

Write captions

Write non-chronological reports

Write glossaries

Write instructions

Present information

Write postcards

Poetry

Write poems that use pattern, rhyme and description

Communication

Listen and respond appropriately

Ask relevant questions to extend understanding and knowledge

Use relevant strategies to build 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 registers for effective communication

Mathematics

Number- 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

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



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Number – addition and subtraction

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 – Properties of shapes

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

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

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

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



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Everyday materials

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

Observe changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies

Gardening

Growing sunflowers linked to Science and English studies

Computing

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 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

Art

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 – *Vincent Van Gogh, Paul Klee and Giuseppe Arcimboldo*

Design Technology

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

Use the basic principles of a healthy and varied diet to prepare dishes – *Fruit salad*

Understand where food comes from

Geography

Locational knowledge

Name and locate the world's seven continents and five oceans

Name, locate and identify 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, and of a small area in a contrasting non-European country - *Kenya*

Human and physical geography

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

Use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, sea, ocean, season and weather



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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, as well as the countries, continents and oceans studied at this key stage

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]

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

History

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – *Seaside Holidays, Homes today and in the past*

Events beyond living memory that are significant nationally or globally

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 - *Grace Darling*

Significant historical events, people and places in their own locality

Music

Use their voices expressively and creatively by singing songs 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 the inter-related dimensions of music

Physical Education

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending

Perform dances using simple movement patterns

PSHE RSE

Me and My Relationships

I can name a variety of different feelings and explain how these might make me behave.

I can think of some different ways of dealing with 'not so good' feelings.

I know when I need help and who to go to for help.

I can tell you some different classroom rules.

Valuing Difference

I can say ways in which people are similar as well as different.

I can say why things sometimes seem unfair, even if they are not.

Keeping Myself Safe

I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).

I can give examples of how I keep myself healthy.

I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)

Rights and responsibilities

I can give some examples of how I look after myself and my environment - at school or at home.

I can also say some ways that we look after money.

Being My Best

I can name a few different ideas of what I can do if I find something difficult.

I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.

Growing and Changing

I can identify an adult I can talk to at both home and school. If I need help.

I can tell you some things I can do now that I couldn't do when I was a toddler.



I can tell you what some of my body parts do.

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