Year 1 Curriculum

English Objectives			
SPEAKING AND LISTENING	A	Sp	Su
SL1: listen and respond appropriately to adults and their peers			
SL2: ask relevant questions to extend their understanding and knowledge			
SL3: use relevant strategies to build their vocabulary			
SL4: articulate and justify answers, arguments and opinions			
SL5: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings			
SL6: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			
SL7: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			
SL8: speak audibly and fluently with an increasing command of Standard English			
SL9: participate in discussions, presentations, performances, role-play, improvisations and debates			
SL10: gain, maintain and monitor the interest of the listener(s)			
SL11: consider and evaluate different viewpoints, attending to and building on the contributions of others			
SL12: select and use appropriate registers for effective communication			
READING			
WR1: apply phonic knowledge and skills as the route to decode words			
WR2: respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes			
WR3: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught			
WR4: read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word			
WR5: read words containing taught GPCs and –s, -es, -ing, -ed and –est endings			
WR6: read other words of more than one syllable that contain taught GPCs			
WR7: read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s)			
WR8: 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			
WR9: re-read these books to build up their fluency and confidence in word reading			
RC1: develop pleasure in reading, motivation to read; vocabulary and understanding by:			
RC1.1: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently			
RC1.2: being encouraged to link what they read or hear read to their own experiences			
RC1.3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics			
RC1.4: recognising and joining in with predictable phrases			
RC1.5: learning to appreciate rhymes and poems, and to recite some by heart			
RC1.6: discussing word meanings, linking new meanings to those already known			
RC1.7: discussing their favourite words and phrases			
RC1.8: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear			
RC2: understand both the books that they can already read accurately and fluently and those that they listen to by:			
RC2.1: drawing on what they already know or on background information and vocabulary provided by the teacher			
RC2.2: checking that the text makes sense to them as they read and correcting inaccurate reading			
RC2.3: discussing the significance of the title and events			
RC2.4: making inferences on the basis of what is being said and done			
RC2.5: predicting what might happen on the basis of what has been read so far			
RC3: participate in discussion about what is read to them, taking turns and listening to what others say			
RC4: explain clearly their understanding of what is read to them			
SPELLING			
WTS1: spell: See English Appendix 1			
WTS1.1: words containing each of the 40+ phonemes already taught			
WTS1.2: common exception words			
WTS1.3: the days of the week			
WTS2: name the letters of the alphabet			

WTS2.1: naming the letters of the alphabet in order			
WTS2.2 using letter names to distinguish between alternative spellings of the same sound			
WTS4: apply simple spelling rules and guidance, as listed in English appendix 1			
WTS4.1: using the spelling rule for adding –s or –es as the plural maker for nouns and the third person singular marker for verbs			
WTS4.2: using the prefix un-			
WTS4.3: using –ing, -ed, -er and –est where no change is needed in the spelling of root words			
WTS5: write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far			
HANDWRITING			
WH1: sit correctly at a table, holding a pencil comfortably and correctly			
WH2: begin to form lower-case letters in the correct direction, starting and finishing in the right place			
WH3: form capital letters			
WH4: form digits 0-9			
WH5: understandand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these			
COMPOSITION			
WC1: writes sentences by:			
WC1.1: saying out loud what they are going to write about			
WC1.2: composing a sentence orally before writing it			
WC1.3: sequencing sentences to form short narratives			
WC1.4: re-reading what they have written to check that it makes sense			
WC2: discuss what they have written with the teacher or other pupils			
WC3: read aloud their writing clearly enough to be heard by their peers and the teacher			
VOCABULARY, GRAMMAR AND PUNCTUATION			
WVGP1: develop their understanding of the concepts set out in English Appendix 2 by:			
WVGP1.0: how words combine to make sentences			
WVGP1.1: leaving spaces between words			
WVGP1.2: joining words and joining clauses using and			
WVGP1.3: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark			
WVGP1.4: using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'			

Maths Objectives			
PLACE VALUE (within 10)			
Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number			
Count, read and write numbers to 10 in numerals and words.			
Given a number, identify one more or 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.			
ADDITION AND SUBTRACTION			
Represent and use number bonds and related subtraction facts within 10			
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.			
Add and subtract one digit numbers to 10, including zero.			
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.			
SHAPE			
Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)			
Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)			
PLACE VALUE (within 20)			
Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.			
Count, read and write numbers to 20 in numerals and words			
Given a number, identify one more or 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.			
ADDITION AND SUBTRACTION			
Represent and use number bonds and related subtraction facts within 20			
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.			
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=____ –9			

PLACE VALUE (within 50)			
Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.			
Count, read and write numbers to 50 in numerals			
Given a number, identify one more or 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.			
Count in multiples of twos, fives and tens.			
LENGTH AND HEIGHT			
Measurement: Length and Height Measure and begin to record lengths and heights			
Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)			
WEIGHT AND VOLUME			
Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.			
Compare, describe and solve practical problems for 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]			
MULTIPLICATION AND DIVISION			
Count in multiples of twos, fives and tens			
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.			
Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)			
Compare, describe and solve practical problems for: 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]			
POSITION AND DIRECTION			
Describe position, direction and movement, including whole, half, quarter and three quarter turns.			
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.			
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, most, least.			
MONEY			
Recognise and know the value of different denominations of coins and notes.			
TIME			
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.			
Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]			
Measure and begin to record time (hours, minutes, seconds)			

Computing Objectives			
1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions			
2: create and debug simple programs			
3: use logical reasoning to predict the behaviour of simple programs			
4: use technology purposefully to create, organise, store, manipulate and retrieve digital content			
5: recognise common uses of information technology beyond school			
6: 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			

Science Objectives			
WORKING SCIENTIFICALLY			
1: asking simple questions and recognising that they can be answered in different ways			
2: observing closely, using simple equipment			
3: performing simple tests			
4: identifying and classifying			
5: using their observations and ideas to suggest answers to questions			
6: gathering and recording data to help in answering questions			
EVERYDAY MATERIALS			
1: distinguish between an object and the material from which it is made			
2: identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock			
3: describe the simple physical properties of a variety of everyday materials			
4: compare and group together a variety of everyday materials on the basis of their simple physical properties			
PLANTS			
1: identify and name a variety of common and wild garden plants, including deciduous and evergreen trees			
2: identify and describe the basic structure of a variety of common flowering plants, including trees			
SEASONAL CHANGES			
1: observe changes across the four seasons			
2: observe and describe weather associated with the seasons and how day length varies			
ANIMALS INCLUDING HUMANS			
1: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals			
2: identify and name a variety of common animals that are carnivores, herbivores and omnivores			
3: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)			
4: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense			

History Objectives			
1: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.			
2: events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)			
3: 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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).			
4: significant historical; events, people and places in their own locality			

Geography Objectives			
LOCATION KNOWLEDGE			
1: name and locate the world's seven continents and five oceans			
2: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			
PLACE KNOWLEDGE			
3: 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			
HUMAN AND PHYSICAL GEOGRAPHY			
4: 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			
GEOGRAPHICAL SKILLS AND FIELDWORK			
6: 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			
7: use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map			
8: use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key			
9: 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			

Design and Technology Objectives			
DESIGN			
1: design purposeful, functional, appealing products for themselves and other users based on design criteria			
2: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology			
MAKE			
3: select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)			
4: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics			
EVALUATE:			
5: explore and evaluate a range of existing products			
6: evaluate their ideas and products against design criteria			
TECHNICAL KNOWLEDGE			
7: build structures, exploring how they can be made stronger, stiffer and more stable			
8: explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products			
COOKING AND NUTRITION			
9: use the basic principles of a healthy and varied diet to prepare dishes			
10: understand where food comes from			

Art and Design Objectives			
1: to use a range of materials creatively to design and make products			
2: to use drawing, painting and sculpture to share their ideas, experiences and imagination			
3: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			
4: about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work			

Music Objectives			
1: use their voices expressively by singing songs and speaking chants and rhymes			
2: play tuned and untuned instruments musically			
3: listen with concentration and understanding to a range of high-quality live and recorded music			
4: experiment with, create, select and combine sounds using the inter-related dimensions of music			