

## NURTURING CHILDREN'S YEAR 1 CUrriculum

PEAKING AND LISTENING  1.1: listen and respond appropriately to adults and their peers 1.2: ask relevant questions to extend their understanding and knowledge 1.3: use relevant strategies to build their vocabulary 1.4: articulate and justify answers, arguments and opinions 1.5: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 1.6: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding or comments 1.7: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 1.8: speak audibly and fluently with an increasing command of Standard English 1.9: participate in discussions, presentations, performances, role-play, improvisations and debates 1.10: gain, maintain and monitor the interest of the listener(s) 1.11: consider and evaluate different viewpoints, attending to and building on the contributions of others 1.12: select and use appropriate registers for effective communication 1.12: select and use appropriate registers for effective communication 1.12: respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 1.12: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 1.12: read common exception words, noting unusual correspondences between spelling and sound and where these cour in the word 1.13: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 1.14: read common exception words, noting unusual correspondences between spelling and sound and where these cour in the word 1.14: read words containing taught GPCs and -s, -es, -ing, -ed and -est endings 1.14: read words of more than one syllable that contain taught GPCs 1.15: read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted		English Objectives			
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VTS1.3: the days of the week		· · · · · · · · · · · · · · · · · · ·	<u> </u>		
		,	<u> </u>		
/TS2: name the letters of the alphabet					
A	WTS2: no	me 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	T		
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:	T		
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		1	
WVGP1: develop their understanding of the concepts set out in English Appendix 2 by:	$\bot$		
WVGP1.0: how words combine to make sentences	$\bot$		
WVGP1.1: leaving spaces between words	$\bot$		
WVGP1.2: joining words and joining clauses using and	<u> </u>		
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'	<u> </u>		
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			L
		1	1
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.	<u> </u>		
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing			
number problems.	<u> </u>		
SHAPE			1
Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)	$\perp$		
Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	<u></u>		
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:	T		
equal to, more than, less than (fewer), most, least.			
ADDITION AND SUBTRACTION			•
Represent and use number bonds and related subtraction facts within 20			
Pend write and interpret mathematical statements involving addition (+) subtraction (+) and equals (=) signs	+	<b>†</b>	1

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

number problems such as 7=\_\_\_\_\_ -9

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

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];	
compare, describe and solve practical problems for massyweight: for example, heavyright, 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]	
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Describe position, direction and movement, including whole, half, quarter and three quarter turns.	
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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					
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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					
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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	$\perp$			
3: listen with concentration and understanding to a range of high-quality live and recorded music	$oxed{oxed}$			
4: experiment with, create, select and combine sounds using the inter-related dimensions of music				