

**Year 1 Maths**

Counts to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens.	Given a number, identifies one more and one less	Represents and uses number bonds and related subtraction facts within 20.	Recognises, finds and names a half as one of two equal parts of an object, shape or quantity	Compares, describes and solves practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half	Compares, describes and solves practical problems for mass/weight [for example, heavy/light, heavier than, lighter than	Compares, describes and solves practical problems for capacity and volume for example, full/empty, more than, less than, half, half full, quarter	Compares, describes and solves practical problems for: 4. time for example, quicker, slower, earlier, later	Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times.	Recognises and names common 2-D and 3-D shapes, including: 1. 2-D shapes for example, rectangles (including squares), circles and triangles	Recognises and names common 2-D and 3-D shapes, including 3-D shapes for example, cuboids (including cubes), pyramids and spheres
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**Year 1 Reading**

Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Reads accurately by blending sounds in unfamiliar words	Reads common exception words	Reads 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.	Develops pleasure in reading, motivation to read, vocabulary and understanding by: 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;	Develops pleasure in reading, motivation to read, vocabulary and understanding by: 2. becoming very familiar with key stories, fairy stories and traditional tales;	Understands both the books they can already read accurately and fluently and those they listen to by: 1. checking that the text makes sense to them as they read;	2. as they read correcting inaccurate reading;	3. discussing the significance of the title and events;	4. predicting what might happen on the basis of what has been read so far.
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**Year 1 Writing**

Begins to form lower-case letters in the correct direction, starting and finishing in the right place.	Writes sentences by: 1. sequencing sentences to form short narratives;	Writes sentences by: 2. re-reading what has been written to check that it makes sense.	Spells words containing each of the 40+ phonemes already taught	Names the letters of the alphabet in order;	Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences.
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### Year 1 Science

<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>-Observe changes across the four seasons</li> <li>-Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (including pets)</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>-distinguish between an object and the material from which it is made</li> <li>-compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>-describe the simple physical properties of a variety of everyday materials</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>-identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>-asking simple questions and recognising that they can be answered in different ways</li> <li>-observe closely, using simple equipment</li> <li>-perform simple tests</li> <li>-identify and classify</li> <li>-gather and recording data to help in answering questions</li> <li>-use their observations and ideas to suggest answers to questions</li> </ul>
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### Year 1 History

<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>-Recount past changes from their own lives</li> <li>-Sequence some events in chronological order</li> </ul>	<p><b>Investigating Interpreting</b></p> <ul style="list-style-type: none"> <li>-Begins to use sources to identify some details and answer simple questions</li> </ul>	<p><b>Knowledge Understanding</b></p> <ul style="list-style-type: none"> <li>-Identify key events and people</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>-Family tree (has life always been the same?)</li> <li>-Homes (how they have changed)</li> <li>-Events beyond living memory, e.g. Remembrance Day and Bonfire Night</li> </ul>
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### Year 1 Geography

<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>-Name local towns and name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas.</li> <li>-Locate local towns on a simple map (where do we live in UK?)</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>-Distinguish between human and physical features of a small area (e.g. the school) and provide examples</li> </ul>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>-Identify basic seasonal weather patterns in the UK</li> <li>-Identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them)</li> <li>-Use basic Geographical vocabulary to describe physical features of the school, grounds and surrounding environment</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>-Describe the location of features and routes on maps. (UK)</li> <li>-Devise simple picture maps (e.g. school grounds)</li> <li>-Use photographs to recognise landmarks and basic human and physical features (in the UK)</li> <li>-Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>-Our locality</li> <li>-My World and me</li> <li>-Holidays</li> </ul>
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### Year 1 Design and Technology

<p><b>Design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>-Explain what they are making and which materials they are using.</li> <li>-Use pictures and words to convey what they want to make.</li> <li>-Make products, using a range of tools to cut, shape, join and finish.</li> <li>-Say what they like and don't like about their product and explain why.</li> </ul>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>-Understand where food comes from.</li> <li>-Group familiar food products e.g. fruit and vegetables.</li> <li>-Cut ingredients safely.</li> </ul>	<p><b>Construction, mechanics and electronics</b></p> <ul style="list-style-type: none"> <li>-Mark out materials to be cut using a template.</li> <li>-Make vehicles with construction kits which contain free running wheels.</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-Fold, tear and cut paper or card.</li> <li>-Investigate strengthening sheet materials.</li> <li>-Roll paper to create tubes.</li> <li>-Demonstrate a range of joining techniques such as gluing or taping.</li> <li>-Measure and mark out lines.</li> </ul>
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### Year 1 Art

<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>-Use images and symbols to name and describe feelings.</li> <li>-Represent familiar objects by combining shapes.</li> <li>-Add detail to artwork.</li> <li>-Colour own work neatly following the lines.</li> <li>-Draw lines of different sizes and thickness.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>-Use thick and thin brushes.</li> <li>-Mix primary colours to make secondary.</li> <li>-Mixing paints from a limited range.</li> <li>-Combining materials and tools and enjoying how to achieve different effects.</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>-Use combination of materials that are cut, torn and glued.</li> <li>-Sort and arrange materials.</li> <li>Join simple objects together</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>-Use rolled up paper, straws, paper, card and clay as materials.</li> <li>-Use a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects.</li> </ul>	<p><b>Print</b></p> <ul style="list-style-type: none"> <li>-Use repeating patterns or overlapping shapes</li> <li>-Mimic prints from the environment</li> </ul>
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### Year 1 Computing

<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>-To learn how to type words quickly and correctly using a keyboard.</li> <li>-To make simple word processed documents and change the appearance of text.</li> <li>-To use and combine a variety of painting tools to create a picture.</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-To know how to use a web browser to navigate a website when doing Internet research.</li> <li>-To search for images online and insert them into a document.</li> <li>-To explain how to stay safe online and where to go for help or support, including how to safely use online media players.</li> </ul>	<p><b>Programming</b></p> <ul style="list-style-type: none"> <li>-To understand that an algorithm is a sequence of instructions which can be programmed on a digital device.</li> <li>-To control a real and on-screen robots to move along routes.</li> <li>-To debug programs so they run correctly.</li> </ul>	<p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>-To identify the main internal components of a computer.</li> </ul>
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Year 1 RE (be able to answer key enquiry questions)					
<b>Christianity</b> How do we know when someone belongs to a Christian community?	<b>Christianity</b> Why is love important? How do Christians love and forgive one another?	<b>Christianity</b> How and why did people change when they met Jesus?	<b>Christianity</b> Why did God create the world? Why should we care for the world? Why is Easter important to Christians	<b>Christianity</b> How is the Bible sacred? Why is it important to Christians? What can we find out about the Bible?	<b>Judaism</b> What do Jewish people say God is like? <i>How do Jewish people worship?</i> <i>How do Jewish people live their lives?</i>

Year 1 PSHE		
<b>Health and wellbeing</b> -what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health -about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them - how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others - about the process of growing from young to old and how people's needs change	<b>Relationships</b> -to identify their special people (family, friends, carers), what makes them special and how special people should care for one another -to communicate their feelings to others, to recognise how others show feelings and how to respond -to recognise how their behaviour affects other people -to recognise what is fair and unfair, kind and unkind, what is right and wrong -to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class -to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) -that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	<b>Living in the wider world</b> -how to contribute to the life of the classroom -to help construct, and agree to follow, group and class rules and to understand how these rules help them -the role of the school council and how they help to make decisions democratically -that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

Year 1 PE			
<b>Games</b> - Use the term 'opponent' -Use the following skills: rolling, running, hitting, jumping, kicking and catching in combination - Develop tactics	<b>Dance</b> - Copy and remember moves and positions - Link two or more actions to perform a sequence - Choose movements to communicate a mood, feeling or idea. - Use styles from different cultures (e.g. Bollywood and African dances)	<b>Gymnastics</b> - Copy and remember actions - Move with some control and awareness of space - Travel by rolling forwards, backwards and sideways - Link two or more actions to make a sequence - Show contrasts (such as small/ tall, straight/ curved and wide/ narrow.) - Climb safely on the equipment	<b>Athletics</b> - Athletics activities are combined with Games in EYFS and KS1