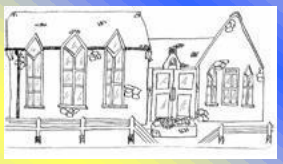

All Saints C of E Primary School

Year 1 National Curriculum Coverage

English

Reading

Based on 'Letters and Sounds'

Decoding

- apply phonic knowledge and respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
- read accurately by blending sounds in unfamiliar words containing GPCs (grapheme, phoneme correspondence) 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.

Comprehension

- develop pleasure in reading,
- understand both the books they can already read accurately and fluently and those they listen to
- 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.

Grammar

- To understand how to write a sentence.
- To be able to separate words with spaces.
- To write sentences with capital letters to start , and full stops, exclamation marks and question marks to demarcate them.
- To use and understand capital letters for names and the personal pronoun 'I'.
- To read words with contractions (I'm, can't, don't), and understand that the apostrophe shows a missing letter
- To recognise and begin to write the different types of sentences, including statements, questions, commands and explanations.
- To use and understand how to write a sentence, using 'doing' and 'being' verbs. (See example spelling lesson)
- To read, identify and write joining words and joining clauses using and.
- To identify and understand how to use capital letters for a wider use of names. For example, names of a particular place, person or thing, days of the week, festivals (e.g. Easter), titles, names of shops and titles of people (Mr, Mrs). (See proper nouns).
- To spell the days of the week and use a capital

Writing

Spelling

- Spell words containing each of the 40+ phonemes already taught; common exception words; the days of the week.
- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- use the spelling rule for adding -s or -es
- use the prefix un–
- use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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.

Speaking and Listening

- Listen and respond appropriately
- Ask relevant questions
- Maintain attention and participate.

Maths

Measures

- 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 Shape

- 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].

Position and Direction

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Number

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.

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 = ? – 9.

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.

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.

Science

Working Scientifically

- ask simple questions and recognising that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record 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.

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.

RE

- How do people celebrate the important events in their lives? (Focus on Christianity, Hinuism, Islam and Judaism)
  - How do members of a religious faith celebrate these milestones in the journey of life?
  - What artefacts, symbols and ceremonies are used at significant times?
  - Why are some times in life significant or special?
- Why is our world special? Examining feelings about the natural world. (Focus on Christianity and Hinduism)
- Why are some places special? (Focus on Christianity and Hinduism)
  - What places are special to me? Why are they special?
  - What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home)
  - What do these buildings that are special to religious or belief communities look like?
  - Do they have special places, objects, pictures or symbols?
  - How are these used?
  - What do they tell us about what people believe?

Foundation Subjects

Art and Design

- Use a range of materials
- Use drawing, painting and sculpture
- Develop techniques of colour, pattern, texture, line, shape, form and space
- Learn about artists, craftsman and designers.

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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

PE

- Master basic movement e.g. running, jumping, throwing, catching, balance, agility and coordination
- Participate in team games
- Perform dances using simple movements
- Create simple gymnastic sequences.
- Swimming and Water safety

Design and 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 & Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

History

- changes within living memory.
- 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
- significant historical events, people and places in their own locality.

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 purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school.
- 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

Geography

Location Knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of 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 contrasting non-European country

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, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- 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 (e.g. near and far; left and right) to describe the location of features and routes on a map
- 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
- 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.