

National Curriculum for English - Year 1

Reading - Word Reading	Reading - Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> § 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: <ul style="list-style-type: none"> § 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 - Transcription	Handwriting
<p>Spelling (See English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> § spell: <ul style="list-style-type: none"> § words containing each of the 40+ phonemes already taught § common exception words § the days of the week § name the letters of the alphabet: § naming the letters of the alphabet in order § using letter names to distinguish between alternative spellings of the same sound 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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.

<ul style="list-style-type: none"> § add prefixes and suffixes: § using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs § using the prefix un– § using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] § apply simple spelling rules and guidance, as listed in English Appendix 1 § write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
Writing - Vocabulary, grammar and punctuation	Writing - Composition
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § develop their understanding of the concepts set out in 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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.

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives

Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun /
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

National Curriculum for Maths - Year 1

Number - Number and Place Value	Number - Addition and Subtraction
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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 $7 = \quad - 9$.
Number - Multiplication and Division	Number - Fractions
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § 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	Geometry - Properties of shapes
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § compare, describe and solve practical problems for: <ul style="list-style-type: none"> § 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: <ul style="list-style-type: none"> § 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> § recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> § 2-D shapes [for example, rectangles (including squares), circles and triangles] § 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

§ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry - Position and Direction

Pupils should be taught to:

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

Knowledge, Skills and Understanding breakdown for Working Scientifically

Year 1

Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<ul style="list-style-type: none"> • Can they talk about what they <see, touch, smell, hear or taste>? Can they use simple equipment to help them make observations? 	<ul style="list-style-type: none"> • Can they perform a simple test? • Can they tell other people about what they have done? 	<ul style="list-style-type: none"> • Can they identify and classify things they observe? • Can they think of some questions to ask? • Can they answer some scientific questions? • Can they give a simple reason for their answers? • Can they explain what they have found out? 	<ul style="list-style-type: none"> • Can they show their work using pictures, labels and captions? • Can they record their findings using standard units? • Can they put some information in a chart or table?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they find out by watching, listening, tasting, smelling and touching? 	<ul style="list-style-type: none"> • Can they give a simple reason for their answers? 	<ul style="list-style-type: none"> • Can they talk about similarities and differences? • Can they explain what they have found out using scientific vocabulary? 	<ul style="list-style-type: none"> • Can they use ICT to show their working? • Can they make accurate measurements?
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Knowledge, Skills and Understanding breakdown for Plants and Animals, including humans

Year 1

Plants	Animals, including humans	
<ul style="list-style-type: none"> • Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant (roots, stem, leaves, flowers)? • 	<ul style="list-style-type: none"> • Can they point out some of the differences between different animals? • Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) • Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? 	<ul style="list-style-type: none"> • Can they name the parts of the human body that they can see? • Can they draw & label basic parts of the human body? • Can they identify the main parts of the human body and link them to their senses? • Can they name the parts of an animal's body? • Can they name a range of domestic animals? • Can they classify animals by what they eat? (carnivore, herbivore, omnivore) • Can they compare the bodies of different animals?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they name the main parts of a flowering plant? 	<ul style="list-style-type: none"> • Can they begin to classify animals according to a number of given criteria? • Can they point out differences between living things and non-living things? 	<ul style="list-style-type: none"> • Can they name some parts of the human body that cannot be seen? • Can they say why certain animals have certain characteristics? • Can they name a range of wild animals?
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Knowledge, Skills and Understanding breakdown for Everyday Materials

Year 1

Everyday materials (classifying and grouping)

- Can they distinguish between an object and the material from which it is made?
- Can they describe materials using their senses?
- Can they describe materials using their senses, using specific scientific words?
- Can they explain what material objects are made from?
- Can they explain why a material might be useful for a specific job?
- Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock
- Can they sort materials into groups by a given criteria?
- Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

Year 1 (Challenging)

- Can they describe things that are similar and different between materials?
- Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?
- Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?

Knowledge, Skills and Understanding breakdown for Seasonal Changes

Year 1

Seasonal Changes

- Can they observe changes across the four seasons?
- Can they name the four seasons in order?
- Can they observe and describe weather associated with the seasons?
- Can they observe and describe how day length varies?

Year 1 (Challenging)

- Can they observe features in the environment and explain that these are related to a specific season?
- Can they observe and talk about changes in the weather?
- Can they talk about weather variation in different parts of the world?

Knowledge, Skills and Understanding breakdown for History

Year 1		
Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? 	<ul style="list-style-type: none"> • Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? 	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past?
Year 1 (Challenging)		
<ul style="list-style-type: none"> • Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past? 	<ul style="list-style-type: none"> • Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? • Do they know who will succeed the queen and how the succession works? 	<ul style="list-style-type: none"> • Can they answer questions using a range of artefacts/ photographs provided? • Can they find out more about a famous person from the past and carry out some research on him or her?

Knowledge, Skills and Understanding breakdown for Geography

Year 1

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they answer questions about the weather? • Can they keep a weather chart? 	<ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? 	<ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow? 	<ul style="list-style-type: none"> • Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? 	<ul style="list-style-type: none"> • Can they name different jobs that people living in their area might do? 	<ul style="list-style-type: none"> • Can they name a few towns in the south and north of the UK?
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Knowledge, Skills and Understanding breakdown for Computing

Year 1

Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none"> • Can they create a simple series of instructions - left and right? • Can they record their routes? • Do they understand forwards, backwards, up and down? • Can they put two instructions together to control a programmable toy? • Can they begin to plan and test a Bee-bot journey? 	<ul style="list-style-type: none"> • Can they capture images with a camera? • Can they print out a photograph from a camera with help? • Can they record a sound and play it back? • Can they enter information into a template to make a graph? • Can they talk about the results shown on a graph? 	<ul style="list-style-type: none"> • Do they recognise what an email address looks like? • Have they joined in sending a class email? • Can they use the @ key and type an email address? • Can they word process ideas using a keyboard? • Can they use the spacebar, back space, enter, shift and arrow keys? • Can they print out a page from the internet?

Year 1 (Challenging)

- Can they record pupils' voices as a voice over?
- Can they use a teacher prepared photo story to create a slideshow of photos?

E-safety in Key Stage 1

Knowledge & understanding	Skills
<ul style="list-style-type: none"> • Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? • Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? • Do they know that bookmarking is a way to find safe sites again quickly? • Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? • Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? • • 	<ul style="list-style-type: none"> • Can they follow the school's safer internet rules? • Can they use the search engines agreed by the school? • Can they act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? • Can they use the internet for learning and communicating with others, making choices when navigating through sites? • Can they send and receive email as a class? • Can they recognise advertising on websites and learn to ignore it? • Can they use a password to access the secure network?

Schools will need to review and amend their approaches to e-safety in order to take on board and address changes to technology.

Knowledge, Skills and Understanding breakdown for Art

Year 1

Drawing	Painting	Printing	Textiles
<ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? Can they create moods in their drawings? Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> • Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? 	<ul style="list-style-type: none"> • Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? Can they cut, roll and coil materials such as clay, dough or plasticine? 	<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? 	<ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? 	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?

Knowledge, Skills and Understanding breakdown for Design and Technology

Year 1

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? 	<ul style="list-style-type: none"> • Can they explain what they are making? • Can they explain which tools are they using? 	<ul style="list-style-type: none"> • Can they describe how something works? • Can they talk about their own work and things that other people have done?

Breadth of study

Cooking and nutrition	Textiles	Mechanisms	Use of materials	Construction
<ul style="list-style-type: none"> • Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made, eg, cakes? 	<ul style="list-style-type: none"> • Can they describe how different textiles feel? • Can they make a product from textiles by gluing? 	<ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? 	<ul style="list-style-type: none"> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? 	<ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?

Knowledge, Skills and Understanding breakdown for Music

Year 1

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? Can they use instruments to perform? • Do they look at their audience when they are performing? Can they clap short rhythmic patterns? • Can they copy sounds? 	<ul style="list-style-type: none"> • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? 	<ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they make loud and quiet sounds? • Do they know that the chorus keeps being repeated? 	<ul style="list-style-type: none"> • Can they tell the difference between long and short sounds? • Can they tell the difference between high and low sounds? • Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> • Can they tell the difference between a fast and slow tempo? • Can they tell the difference between loud and quiet sounds? • Can they identify two types of sound happening at the same time?
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Knowledge, Skills and Understanding breakdown for Dance

Year 1

- Can they explore and perform basic body actions?;
- Do they use different parts of the body singly and in combination?;
- Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?;
- Do they choose appropriate movements for different dance ideas?;
- Can they remember and repeat short dance phrases and simple dances?;
- Do they move with control?;
- Do they vary the way they use space?;
- Do they describe how their lungs and heart work when dancing?;
- Do they describe basic body actions and simple expressive and dynamic qualities of movement?

Year 1 (Challenging)

- Can they perform more complicated combinations of movement fluently and with control?;
- Can they perform clearly and expressively?;
- Do they show an awareness of phrasing and music?;
- Can they choose movements that show a clear understanding of the dance idea?;
- Can they say why their heart beats faster and their temperature rises when dancing?;

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Knowledge, Skills and Understanding breakdown for Foreign Languages

Although the National Curriculum only sets out Key Stage 2 Programme of Study, the following may be of assistance to schools wishing to start the languages earlier

Year 1

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> • Do they understand simple classroom commands? • Do they understand short statements? • Do they understand simple questions? • Do they understand clearly spoken speech? <p><i>May need a lot of help, e.g. gesture and repetition.</i></p>	<ul style="list-style-type: none"> • Can they answer with a single word? • Can they answer with a short phrase? <p><i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i></p>	<ul style="list-style-type: none"> • Can they read and understand a single word? <p><i>Presented in clear script in familiar context. May need visual cues.</i></p>	<ul style="list-style-type: none"> • Can they copy a single word correctly? • Can they label items? • Can they choose the right words to complete a phrase? • Can they choose the right words to complete a short sentence?

Knowledge, Skills and Understanding breakdown for Physical Education

Year 1

Acquiring and developing skills	Evaluating and improving	Health and fitness
<ul style="list-style-type: none"> • Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care? 	<ul style="list-style-type: none"> • Can they talk about what they have done? • Can they describe what other people did? 	<ul style="list-style-type: none"> • Can they describe how their body feels before, during and after an activity?
Dance (also covered in Dance section)	Games	Gymnastics
<ul style="list-style-type: none"> • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely? 	<ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways? 	<ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?