



# KS 1 English & Year 1 Maths - 2014 National Curriculum Programmes of Study

## Spoken language (Y1 to Y6)

\*listen & respond \*ask questions to extend understanding & knowledge \*build vocabulary \*articulate & justify answers, arguments and opinions \*give well-structured description \*participate actively in collaborative conversations \*speculate, hypothesise, imagine & exploring ideas \*participate in discussions, presentations, performances, role play, improvisations & debates \*gain, maintain & monitor the interest of the listener(s) \*consider & evaluate different viewpoints

## Handwriting Y1

♦ sit correctly at a table, holding a pencil comfortably & correctly • begin to form lower-case letters in the correct direction, starting & finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families'

### Reading – word level

- apply phonic knowledge & skills 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 & sound & 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 eg: I'm, I'll, we'll, and understand that the apostrophe
- 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.

### Reading - comprehension

- develop pleasure, motivation, vocabulary & understanding of reading by...
  - listen to & discuss a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently
  - link what they read or hear read to their own experiences
  - become very familiar with key stories, fairy stories & traditional tales, retelling them and considering their particular characteristics
  - recognise & join in with predictable phrases
  - learn to appreciate rhymes & poems, some by heart
  - discuss word meanings, linking new meanings to those already known
- understand both the books they can already read accurately & fluently & those they listen to by...
  - draw on what they already know or on background information & vocabulary provided
  - check that the text makes sense to them as they read and correcting inaccurate reading
  - discuss the significance of the title and events
  - make inferences using what is being said & done
  - predict what might happen using reading so far
  - participate in discussion about what is read to them,
  - explain clearly their understanding of what is read to them.

### Writing – transcription

- spell:
- words containing each of the 40+ phonemes already taught
  - spell: common exception words
  - spell: the days of the week
- name the letters of the alphabet
- in order
  - name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
- 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 [eg, 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 & common exception words taught so far.

### Writing – composition (appendix 1)

- 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.

### Writing – vocabulary, grammar and punctuation

- leaving spaces between words
- joining words & joining clauses using and
- beginning to punctuate sentences using a capital letter & a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week & the personal pronoun 'I'
- learn the grammar for Y1 in English Appendix 2 & can discuss their writing.

### Number – number and place value

- count to & across 100, forwards & 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 & tens
- given a number, identify one more and one less
- identify & represent numbers using objects & pictorial representations including the number line, & use the language of: equal to, more than, less than (fewer), most, least
- read & write numbers from 1 to 20 in numerals & words

### Number – addition and subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (–) & equals (=) signs
- represent & use number bonds & related subtraction facts within 20
- add & 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, & missing number problems such as  $7 = \square - 9$ .

### Number – 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.

### Geometry – properties of shapes

- Recognise & name 2-D shapes [eg, rectangles (including squares), circles and triangles]
- Recognise & name 3-D shapes [eg, cuboids (including cubes), pyramids & spheres].

### Geometry – position and direction

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

### Measurement

- compare, describe & solve practical problems for:
  - lengths & heights [eg, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [eg, heavy/light, heavier than, lighter than]
  - capacity & volume [eg, full/empty, more than, less than, half, half full, quarter]
  - time [eg, quicker, slower, earlier, later]
- measure and begin to record the following:
  - lengths & heights
  - mass/weight
  - capacity & volume
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins & notes
- sequence events in chronological order using language [eg, before & after, next, first, today, yesterday, tomorrow, morning, afternoon & evening]
- recognise & use language relating to dates, including days of the week, weeks, months & years
- tell the time to the hour & half past the hour & draw the hands on a clock face to show these times.

# Year 1 Science & KS1 Foundation - 2014 National Curriculum Programmes of Study

<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>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations &amp; ideas to suggest answers to questions</li> <li>gathering &amp; recording data to help in answering questions.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild &amp; garden plants, including deciduous &amp; evergreen trees</li> <li>identify &amp; describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>distinguish between an object &amp; the material from which it is made</li> <li>identify &amp; name a variety of everyday materials, including wood, plastic, glass, metal, water &amp; rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare &amp; group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>identify &amp; name a variety of common animals including fish, amphibians, reptiles, birds &amp; mammals</li> <li>identify &amp; name a variety of common animals that are carnivores, herbivores &amp; omnivores</li> <li>describe &amp; compare the structure of a variety of common animals (fish, amphibians, reptiles, birds &amp; mammals, including pets)</li> <li>identify, name, draw &amp; label the basic parts of the human body &amp; say which part of the body is associated with each sense.</li> </ul>	<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe &amp; describe weather associated with the seasons &amp; how day length varies.</li> </ul>
<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design &amp; make products</li> <li>to use drawing, painting &amp; sculpture to develop &amp; share their ideas, experiences &amp; imagination</li> <li>to develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; space</li> <li>about the work of a range of artists, craft makers &amp; designers, describing the differences &amp; similarities between different practices and disciplines, &amp; making links to their own work.</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; &amp; that programs execute by following precise and unambiguous instructions</li> <li>create &amp; debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate &amp; retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely &amp; respectfully, keeping personal information private; identify where to go for help &amp; support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p><b>Design &amp; Technology</b></p> <p>Design</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves &amp; other users based on design criteria</li> <li>generate, develop, model &amp; communicate their ideas through talking, drawing, templates, mock-ups &amp;, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from &amp; use a range of tools &amp; equipment to perform practical tasks [eg, cutting, shaping, joining and finishing]</li> <li>select from &amp; use a wide range of materials and components, including construction materials, textiles &amp; ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore &amp; evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer &amp; more stable</li> <li>explore &amp; use mechanisms [eg, levers, sliders, wheels and axles], in their products.</li> </ul>	<p><b>Geography</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents &amp; five oceans</li> <li>name, locate &amp; identify characteristics of the four countries &amp; capital cities of the United Kingdom &amp; its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>understand geographical similarities &amp; differences through studying the human &amp; physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>identify seasonal &amp; daily weather patterns in the United Kingdom &amp; the location of hot &amp; cold areas of the world in relation to the Equator &amp; the North and South Poles</li> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents &amp; oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) &amp; locational &amp; directional language [eg, near and far; left and right], to describe the location of features &amp; routes on a map</li> <li>use aerial photographs &amp; plan perspectives to recognise landmarks &amp; basic human &amp; physical features; devise a simple map; &amp; use and construct basic symbols in a key</li> <li>use simple fieldwork &amp; observational skills to study the geography of their school &amp; its grounds &amp; the key human &amp; physical features of its surrounding environment.</li> </ul>	
<p><b>History</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [eg, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>the lives of significant individuals in the past who have contributed to national &amp; international achievements. Some should be used to compare aspects of life in different periods [eg, 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]</li> <li>significant historical events, people and places in their own locality.</li> </ul>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>use their voices expressively &amp; creatively by singing songs &amp; speaking chants and rhymes</li> <li>play tuned &amp; untuned instruments musically</li> <li>listen with concentration &amp; understanding to a range of high-quality live &amp; recorded music</li> <li>experiment with, create, select &amp; combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Languages</b></p> <ul style="list-style-type: none"> <li>Not required @ KS1</li> </ul>	<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>Continue to follow locally agreed syllabus for RE</li> </ul>