

Areas of Study for Year One

Maths

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 2s, 5s and 10s
- Given a number, identify 1 more and 1 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 & 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 0
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Multiplication & 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 1 of 2 equal parts of an object, shape or quantity
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Measurement

- Compare, describe and solve practical problems for lengths & heights, mass & weight, capacity & volume and time
- Measure and begin to record lengths and heights, mass/weight, capacity and volume, time
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language
- 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

Properties of Shapes

- Recognise and name common 2-D and 3-D shapes

Position and Direction

- Describe position, directions and movements, including whole, half, quarter and three-quarter turns

English

Reading

The core reading scheme that we use is Oxford Reading Tree.

Children should apply phonic knowledge and skills as the route to decode words

match graphemes for all 40+ phonemes

read accurately by blending sounds

read common exception words

read words with very common suffixes

read other words of more than one syllable

read contractions & understand purpose

- read phonics books aloud and develop fluency and confidence
- link reading to own experiences and become familiar with key stories
- join in with predictable phrases
- check that the text makes sense
- discuss significance of title & events
- make simple predictions and inference

Reading-comprehension:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- link what they read or hear to their own experiences
- become 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
- discuss 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:

- 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, listening to what others say and explaining their understanding of what is being read to them.

Writing-Spelling:

The core scheme that we use is 'Letters & Sounds'.

Be able to

- 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:
- add prefixes and suffixes:
- use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- use -ing, -ed, -er and -est where no change is needed in the spelling of root words

Apply simple spelling rules and guidance.

Be able to write from memory simple sentences dictated by the teacher.

See appendix 1 of The National Curriculum

Writing-Grammar Vocabulary & punctuation:

- leave spaces between words
- use joining words
- begin to use basic punctuation: . ? !
- use capital letters for proper nouns.
- use common plural & verb suffixes

Writing-Composition:

- say out loud what they are going to write about
- compose a sentence orally before writing it
- sequence sentences to form short narratives
- re-read what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud clearly

Writing-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' (ie letters that are formed in similar ways) and to practise these

Science

Working Scientifically:

- Ask simple questions and recognise they can be answered in different ways.
- Observe, perform simple tests, identify and classify.
- Use observations & ideas to suggest answers to questions.
- Gather & 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
- Observe how plants grow.

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 4 seasons

- Observe and describe weather associated with the seasons and how day length varies.

Computing

Children should understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

They will

- create and debug simple programs
- use logical reasoning to predict the behaviour of a simple program
- use technology purposefully to create pictures and programs
- organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

They should use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

PSHE

- Sex and Relationship Education
- Getting on and falling out
- Saying no to bullying
- It's good to be me
- Changes
- New beginnings
- Citizenship & British Values including our school values
- Resilience (emerald power)
- Financial Capability
- Protective behaviours and facts for life

Geography

- Name, locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

- 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 to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map with some symbols on it
- 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.

History

- Changes within and beyond living memory that are significant nationally and globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in our own locality

RE

We study mainly the Christian and Jewish faiths throughout our themes.

- What does it mean to belong to a faith community?
- What do Christians believe God is like?
- Who is Jewish and how do they live?
- Who do Christians say made the world?
- How should we care for the world and for others, and why does it matter?

Music

- Use their voices expressively by singing songs and speaking chants & rhymes, including nursery rhymes
- Play tuned & untuned instruments musically
- Listen with concentration & understanding to a range of quality live & recorded music
- Make and combine sounds using the inter-related dimension of music

Art

- Use a range of materials creatively to design and make products
- Share ideas using drawing, painting & sculpture
- Explore a variety of art & design techniques
- Learn about the work of a range of artists describing differences and similarities between them and their work

DT

- Design products for themselves & others based on design criteria. Communicate ideas through talking, drawing, templates, mock-ups and IT
- Select from a range of tools and equipment to make products. Select from & use a range of materials according to their characteristics
- Evaluate a range of existing products, & their ideas/ products against design criteria.
- Build structures, exploring how they can be made stronger and more stable

PE

- Master basic movements including running, jumping, throwing & catching, develop balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing tactics for defending and attacking
- Perform simple dances