

Year 1 Curriculum Coverage

Subject	Content
English	<p>Reading</p> <ul style="list-style-type: none"> · Match graphemes for all phonemes · Read accurately by blending sounds · Read words with very common suffixes · Read contractions & understand purpose · Read phonics books aloud · Link reading to own experiences · Join in with predictable phrases · Discuss significance of title & events · Make simple predictions <p>Writing</p> <ul style="list-style-type: none"> · Name letters of the alphabet · Spell very common 'exception' words · Spell days of the week · Use very common prefixes & suffixes · Form lower case letters correctly · Form capital letters & digits · Compose sentences orally before writing · Read own writing to peers or teachers <p>Grammar</p> <ul style="list-style-type: none"> · Leave spaces between words · Begin to use basic punctuation: . ? ! · Use capital letters for proper nouns. · Use common plural & verb suffixes <p>Speaking & Listening</p> <ul style="list-style-type: none"> · Listen & respond appropriately · Ask relevant questions · Maintain attention & participate <p>Genres</p> <p>Narrative: fairy tale / traditional tale / predictable and patterned language / character setting and description</p> <p>Non-fiction: lists, labels, captions / instructions / letters / information texts / diary (linked to science) / persuasive / recount</p> <p style="text-align: right;">Poetry</p>

Maths

Number and 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 $7 = \square - 9$.

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.

Measurement

- 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.

	<p>Geometry - properties of shape</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]. <p>Geometry - position and direction</p> <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Science	<p>Working scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> 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 <p>Animals, including humans</p> <ul style="list-style-type: none"> 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 <p>Everyday materials</p> <ul style="list-style-type: none"> 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 <p>Seasonal changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons - across the year observe and describe weather associated with the seasons and how day length varies - across the year
Computing	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

	<ul style="list-style-type: none"> ● 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.
History	<p>Changes within living memory - Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>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 [for example, 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]</p> <p>Significant historical events, people and places in their own locality.</p>
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> ● 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 <p>Place knowledge</p> <ul style="list-style-type: none"> ● 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● 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 [for example, near and far; left and right], to describe the location of features and routes on a map

	Geography – key stages 1 and 2 <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and 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.
RE	<ul style="list-style-type: none"> • Why are some stories special? Theme: Believing / Story • Why are some times special? Theme: Celebrations • Where do we belong? Theme: Belonging • Who are we? Theme: Myself
Languages	
Art and design	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Design and Technology	Design <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge <ul style="list-style-type: none"> • 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 and nutrition <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.
Music	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music

	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> 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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
PHSE	
SRE	