



St. Anne's Curriculum Content – Year 1

Year 1: Reading

I can speedily read all basic phoneme/graphemes

I can read accurately by blending known GPCs

I can read common exception words

I can read common suffixes

I can read multi-syllable words containing known GPCs

I can read contractions and understand use of apostrophe

I can retell familiar stories and traditional tales

I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

I can re-read these books to build up their fluency and confidence in word reading

I can recognise and join in with predictable phrases

I can recite some poetry by heart

Understand texts based on prior knowledge or provided information

I can correct inaccurate reading by check for sense

I can discuss the significance of title and events

I can make inferences on the basis of what is said and done

I can make predictions based on reading so far

I can explain clearly understanding of what is read to them





Year 1: Writing

I can sit and hold writing implement correctly

I can begin to form lower-case letters correctly

I can writes sentences by:

1. sequencing sentences to form short narratives
2. re-reading what has been written to check that it makes sense

I can spell words using the standard phonemes

I can spell common exception words

I can spell the days of the week

I can name the letters of the alphabet in order

I can understand spelling rules for adding 's'

I can use suffixes -ing, -ed, -er and -est

I can form capital letters

I can form digits 0-9

I can compose a sentence orally before writing

I can leave spaces between words

I can join words and clauses using 'and'

I can introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences





Year 1: Maths

Number and place value

I can count to and across 100, forwards and backwards, beginning with 0 or one, or from any given number

I can count, read and write numbers to 100 in numerals

I can count in multiples of two, five and ten

I can identify "one more" and "one less"

Addition and subtraction

I can use number bonds and subtraction facts within 20

I can add and subtract 1-digit and 2-digit numbers to 20, including zero

I can read and write mathematical symbols: +, - and =

Fractions (including decimals)

I can recognise, find and name a half of an object, shape or quantity

I can recognise, find and name a quarter of an object, shape or quantity

Measurement

I can compare, describe and solve practical problems for:

1. lengths and heights eg long/short, longer/shorter, tall/short, double/half;
2. mass/weight eg heavy/light, heavier than, lighter than;
3. capacity and volume eg full/empty, more than, less than, half, half full, quarter;
4. time eg quicker, slower, earlier, later.

I can tell the time to the half-hour, including drawing clocks

I can recognise and know the value of all coins and notes

Properties of shape

I can recognise and name common 2-D shapes eg rectangles (including squares), circles and triangles;

I can recognise and name common 3-D shapes eg cuboids (including cubes), pyramids and spheres.





Year 1: Science

Across all year groups scientific knowledge and skills should be learned by working scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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

Biology

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 and 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

Chemistry

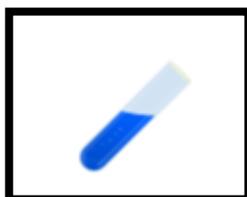
Everyday Materials

- 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

Physics

Earth and space

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies





Year 1: 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.



Year 1: Art

Use experiences and ideas as the inspiration for artwork

Share ideas using drawing, painting and sculpture

Explore a variety of techniques

Learn about the work of a range of artists, artisans and designers





Year 1: Music

Use their voices expressively 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

Make and combine sounds using the inter-related dimensions of music



Year 1: PE

Pupils should be taught to:

- 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.





Year 1: Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

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, mockups and, where appropriate, information and communication technology

Make Select from and use a range of tools and equipment to perform practical tasks such as 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

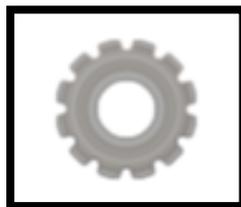
Build structures, exploring how they can be made stronger, stiffer and more stable

Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products

Cooking and nutrition

Use the basic principles of a healthy and varied diet to prepare dishes

Understand where food comes from





Year 1: PSHE

Families and Friendships

Roles of different people; families; feeling cared for

Safe Relationships

Recognising privacy; staying safe; seeking permission

Respecting Ourselves and Others

How behaviour affects others; being polite and respectful

Belonging to a Community

What rules are; caring for others' needs; looking after the environment

Media Literacy and Digital Resilience

Using the internet and digital devices; communicating online

Money and Work

Strengths and interests; jobs in the community

Physical Health and Mental Wellbeing

Keeping healthy; food and exercise, hygiene routines; sun safety

Growing and Changing

Recognising what makes them unique and special; feelings; managing when things go wrong

Keeping Safe

How rules and age restrictions help us; keeping safe online





Year 1: Religious Education

Unit Number 1.1 Celebrations and Festivals

Knowledge

- Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.
- They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr

Skills

- Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.

Unit Number 1.2 Myself and Caring for Others

Knowledge

- Pupils will learn about their uniqueness as a person in a family and community.
- They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.
- They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.

Skills

- Literacy skills, simple discussion, sharing and expressing their own ideas.

Unit Number 1.3 Beliefs and Teachings

Knowledge

- Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000.
- They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.
- They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.

Skills

- Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.

Unit Number 1.4 Symbols in religious worship and practice

Knowledge

- Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship.
- They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.

Skills

- Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too





Year 1: History

Significant historical events, people and places in their own locality.

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

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.

Chronological Awareness

- I can use words and phrases like: old, new, young, days, months, years.
- I can match objects to different periods of time/people/events.
- I can sequence events in my life.
- I can sequence some events from history in chronological order.
- I can recount changes within living memory.
- I can sequence photographs from different periods of my life.

Knowledge and Understanding

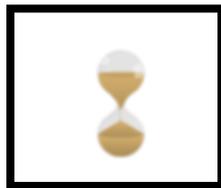
- I can tell the difference between past and present in my own life.
- I can identify some similarities and differences between ways of life in different periods.
- I can use stories to distinguish between fact and fiction.
- I understand key features of events.
- I can identify similarities and differences between ways of life in different periods.

Historical Contexts

- I am beginning to identify and recount some details from the past from different sources.
- I can find answers to simple questions about the past by using source material.
- I can describe similarities and differences between artefacts.
- I can sort artefacts from the past and the present.

Organise, Evaluate and Communicate Information

- I can show knowledge and understanding about the past in different ways (e.g. role play, writing, discussion, drawing)





Year 1: Geography

Locational Knowledge

- I can use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.
- I can use maps to identify the 4 countries in the United Kingdom and I can name each of the capital cities.

Place Knowledge

- I can study pictures of a small area of the United Kingdom and compare it with a small area of a non-European country.
- I can ask geographical questions about the areas. E.g. What is it like to live in this place? How is this place different to where I live?
- I can draw and label pictures to show how places are different.

Human and Physical Geography

- I can ask questions about the weather.
- I can observe and record weather at different times of the year.
- I can name the coldest places in the world and explain they are at the North and South Pole.
- I can name the hottest places in the world and explain they are near the Equator.
- I can use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season, weather.
- I can use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house and shop.

Geographical Skills and Fieldwork

- I can use a world map to identify the United Kingdom and its countries, as well as continents and oceans.
- I can use simple compass directions and locational and directional knowledge to describe the location of my school on a map.
- I can study aerial photographs of the school and label it with key features.
- I can devise a simple map of the local area.
- I can observe and record information about the local area.
- I can locate interesting things in the local area and explain what they show.
- I can label the main physical and human features on a map of the local area.

