

Year 1	
English	
Spoken	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen and respond appropriately to adults and their peers <input type="checkbox"/> ask relevant questions to extend their understanding and knowledge <input type="checkbox"/> use relevant strategies to build their vocabulary <input type="checkbox"/> articulate and justify answers, arguments and opinions <input type="checkbox"/> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations and debates <input type="checkbox"/> gain, maintain and monitor the interest of the listener(s) <input type="checkbox"/> consider and evaluate different viewpoints, attending to and building on the contributions of others <input type="checkbox"/> select and use appropriate registers for effective communication.
Reading	<p>Word reading:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply phonic knowledge and skills as the route to decode words <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <input type="checkbox"/> read other words of more than one syllable that contain taught GPCs <input type="checkbox"/> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <input type="checkbox"/> 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 <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading. <p>Comprehension:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences <input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <input type="checkbox"/> recognising and joining in with predictable phrases <input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart <input type="checkbox"/> discussing word meanings, linking new meanings to those already known <input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading

	<ul style="list-style-type: none"><input type="checkbox"/> discussing the significance of the title and events<input type="checkbox"/> making inferences on the basis of what is being said and done<input type="checkbox"/> predicting what might happen on the basis of what has been read so far<input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say<input type="checkbox"/> explain clearly their understanding of what is read to them.
Writing	<p>Spelling: Pupils should be taught to:</p> <ul style="list-style-type: none"><input type="checkbox"/> spell:<input type="checkbox"/> words containing each of the 40+ phonemes already taught<input type="checkbox"/> common exception words<input type="checkbox"/> the days of the week <p>Handwriting: Pupils should be taught to:</p> <ul style="list-style-type: none"><input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly<input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place<input type="checkbox"/> form capital letters<input type="checkbox"/> form digits 0-9<input type="checkbox"/> understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"><input type="checkbox"/> write sentences by:<input type="checkbox"/> saying out loud what they are going to write about<input type="checkbox"/> composing a sentence orally before writing it<input type="checkbox"/> sequencing sentences to form short narratives<input type="checkbox"/> re-reading what they have written to check that it makes sense<input type="checkbox"/> discuss what they have written with the teacher or other pupils<input type="checkbox"/> read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Grammar & punctuation: Pupils should be taught to:</p> <ul style="list-style-type: none"><input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by:<input type="checkbox"/> leaving spaces between words<input type="checkbox"/> joining words and joining clauses using and<input type="checkbox"/> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark<input type="checkbox"/> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'<input type="checkbox"/> learning the grammar for year 1 in English Appendix 2<input type="checkbox"/> use the grammatical terminology in English Appendix 2 in discussing their writing.

Maths**Number & place value**

Pupils should be taught to:

- 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 & subtraction:

Pupils should be taught to:

- 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:

Pupils should be taught to:

- 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:

Pupils should be taught to:

- 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:

Pupils should be taught to:

- 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]

	<ul style="list-style-type: none"> <input type="checkbox"/> recognise and use language relating to dates, including days of the week, weeks, months and years <input type="checkbox"/> tell the time to the hour <p>Geometry: Shapes – Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise and name common 2-D and 3-D shapes, including: <input type="checkbox"/> 2-D shapes [for example, rectangles (including squares), circles and triangles] <input type="checkbox"/> 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p>Position and direction – Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Science	<p>Plants: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <input type="checkbox"/> identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals inc. humans: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <input type="checkbox"/> identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between an object and the material from which it is made <input type="checkbox"/> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <input type="checkbox"/> describe the simple physical properties of a variety of everyday materials <input type="checkbox"/> compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal changes: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe changes across the four seasons <input type="checkbox"/> observe and describe weather associated with the seasons and how day length varies.

Art & design:	<p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> 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.
Computing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <input type="checkbox"/> create and debug simple programs <input type="checkbox"/> use logical reasoning to predict the behaviour of simple programs <input type="checkbox"/> use technology purposefully to create, organise, store, manipulate and retrieve digital content <input type="checkbox"/> recognise common uses of information technology beyond school <input type="checkbox"/> 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.
D&T	<p>Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> <input type="checkbox"/> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> build structures, exploring how they can be made stronger, stiffer and more stable <input type="checkbox"/> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition:</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand where food comes from.

<p>Geography</p>	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> name and locate the world's seven continents and five oceans <input type="checkbox"/> 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"> <input type="checkbox"/> 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"> <input type="checkbox"/> 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 <input type="checkbox"/> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> 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"> <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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.
<p>History</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <input type="checkbox"/> 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] <input type="checkbox"/> 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] <input type="checkbox"/> significant historical events, people and places in their own locality.
<p>Music</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes <input type="checkbox"/> play tuned and untuned instruments musically <input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.

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.