

# Langford Primary School

## CURRICULUM PLANNING – YEAR 1

### English

#### En1.1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- En1.1a listen and respond appropriately to adults and their peers
- En1.1b ask relevant questions to extend their understanding and knowledge
- En1.1c use relevant strategies to build their vocabulary
- En1.1d articulate and justify answers, arguments and opinions
- En1.1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En1.1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En1.1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En1.1h speak audibly and fluently with an increasing command of Standard English
- En1.1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En1.1j gain, maintain and monitor the interest of the listener(s)
- En1.1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En1.1l select and use appropriate registers for effective communication

### Reading

#### En1.2.1 Word Reading

- En1.2.1a apply phonic knowledge and skills as the route to decode words
- En1.2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- En1.2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- En1.2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- En1.2.1e read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- En1.2.1f read other words of more than one syllable that contain taught GPCs
- En1.2.1g read words with contractions, and understand that the apostrophe represents the omitted letter(s)
- En1.2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- En1.2.1i reread these books to build up their fluency and confidence in word reading.

#### En1.2.2 Comprehension

- En1.2.2a 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
  - being encouraged to link what they read or hear to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases

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- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- EnI.2.2b 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
- EnI.2.2c participate in discussion about what is read to them, taking turns and listening to what others say
- EnI.2.2d explain clearly their understanding of what is read to them

## Writing

### EnI.3.1 Spelling

- EnI.3.1a spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- EnI.3.1b name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- EnI.3.1c 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
- EnI.3.1d apply simple spelling rules and guidance, as listed in [English Appendix I](#)
- EnI.3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### EnI.3.2 Handwriting and Presentation

- EnI.3.2a sit correctly at a table, holding a pencil comfortably and correctly
- EnI.3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place
- EnI.3.2c form capital letters
- EnI.3.2d form digits 0-9
- EnI.3.2e understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

### EnI.3.3 Composition

EnI.3.3a 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

EnI.3.3b discuss what they have written with the teacher or other pupils

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EnI.3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.

## **EnI.3.4 Vocabulary, grammar & punctuation**

EnI.3.4a develop their understanding of the concepts set out in English [Appendix 2](#) by:

- i. leaving spaces between words
- ii. joining words and joining clauses using "and"
- iii. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- iv. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- v. learning the grammar for year 1 in English [Appendix 2](#)

EnI.3.4b use the grammatical terminology in English [Appendix 2](#) in discussing their writing and reading.

Maths

## **MaI.2.1 Number & Place Value**

MaI.2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

MaI.2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

MaI.2.1c given a number, identify 1 more and 1 less

MaI.2.1d 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

MaI.2.1e read and write numbers from 1 to 20 in numerals and words.

## **MaI.2.2 Addition & Subtraction**

MaI.2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

MaI.2.2b represent and use number bonds and related subtraction facts within 20

MaI.2.2c add and subtract one-digit and two-digit numbers to 20, including 0

MaI.2.2d solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

## **MaI.2.3 Multiplication & Division**

MaI.2.3a 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.

## **MaI.2.4 Fractions**

MaI.2.4a recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity

MaI.2.4b recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

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## **Ma1.3.1 Measurement**

Ma1.3.1a compare, describe and solve practical problems for:

- i. lengths and heights [for example, long.short, longer.shorter, tall.short, double.ha]
- ii. mass . weight
- iii. capacity and volume
- iv. time

Ma1.3.1b measure and begin to record the following:

- i. lengths and heights
- ii. mass.weight
- iii. capacity and volume
- iv. time (hours, minutes, seconds)

Ma1.3.1c recognise and know the value of different denominations of coins and notes

Ma1.3.1d sequence events in chronological order using language

Ma1.3.1e recognise and use language relating to dates, including days of the week, weeks, months and years

Ma1.3.1f tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## **Ma1.3.2 Properties of Shapes**

Ma1.3.2a recognise and name common 2-D and 3-D shapes, including:

- i. 2-D shapes
- ii. 3-D shapes

## **Ma1.3.3 Position and Direction**

Ma1.3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.

Science

## **Sc1.1 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:

Sc1.1.1 asking simple questions and recognising that they can be answered in different ways

Sc1.1.2 observing closely, using simple equipment

Sc1.1.3 performing simple tests

Sc1.1.4 identifying and classifying

Sc1.1.5 using their observations and ideas to suggest answers to questions

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ScI.1.6 gathering and recording data to help in answering questions.

## **ScI.2.1 Plants**

ScI.2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

ScI.2.1b identify and describe the basic structure of a variety of common flowering plants, including trees

## **ScI.2.2 Animals including humans**

ScI.2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals

ScI.2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores

ScI.2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

ScI.2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

## **ScI.3.1 Everyday materials**

ScI.3.1a distinguish between an object and the material from which it is made

ScI.3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

ScI.3.1c describe the simple physical properties of a variety of everyday materials

ScI.3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties

## **ScI.4.1 Seasonal Changes**

ScI.4.1a observe changes across the 4 seasons

ScI.4.1b observe and describe weather associated with the seasons and how day length varies.

Pupils should be taught:

ArI.1.1 to use a range of materials creatively to design and make products

ArI.1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

ArI.1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

ArI.1.4 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.

Pupils should be taught to:

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- Co2.1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Co2.1.2 create and debug simple programs
- Co2.1.3 use logical reasoning to predict the behaviour of simple programs
- Co2.1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Co2.1.5 recognise common uses of information technology beyond school
- Co2.1.6 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

## **DTI.1.1 Design**

- DTI.1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria
- DTI.1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

## **DTI.1.2 Make**

- DTI.1.2a select from and use a range of tools and equipment to perform practical tasks
- DTI.1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

## **DTI.1.3 Evaluate**

- DTI.1.3a explore and evaluate a range of existing products
- DTI.1.3b evaluate their ideas and products against design criteria

## **DTI.1.4 Technical Knowledge**

- DTI.1.4a build structures, exploring how they can be made stronger, stiffer and more stable
- DTI.1.4b explore and use mechanisms, in their products.

## **DTI.2.1 Cooking & Nutrition**

- DTI.2.1a use the basic principles of a healthy and varied diet to prepare dishes
- DTI.2.1b understand where food comes from.

## **GeI.1.1 Location Knowledge**

- GeI.1.1a name and locate the world's 7 continents and 5 oceans

- GeI.1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

## **GeI.1.2 Place Knowledge**

- GeI.1.2a 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

## **GeI.1.3 Human and Physical Geography**

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Gel.1.3a 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

Gel.1.3b use basic geographical vocabulary to refer to:

- i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## **Gel.1.4 Geographical Skills and Fieldwork**

Gel.1.4a 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

Gel.1.4b 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

Gel.1.4c 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

Gel.1.4d 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.

Pupils should be taught to:

Hi1.1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1.1.2 events beyond living memory that are significant nationally or globally  
*e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries*

Hi1.1.3 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  
*e.g. 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 and Edith Cavell*

Hi1.1.3 significant historical events, people and places in their own locality.

Pupils should be taught to:

Mu1.1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes

Mu1.1.2 play tuned and untuned instruments musically

Mu1.1.3 listen with concentration and understanding to a range of high-quality live and recorded music

Mu1.1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music

## **PE1.1.1 Sport & Games**

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PE1.1.1a 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

PE1.1.1b participate in team games, developing simple tactics for attacking and defending

PE1.1.1c perform dances using simple movement patterns.

## **PE1.1.2 Swimming and water safety**

*All schools must provide swimming instruction **either** in key stage 1 or key stage 2.*

In particular, pupils should be taught to:

PE1.1.2a swim competently, confidently and proficiently over a distance of at least 25 metres

PE1.1.2b use a range of strokes effectively

PE1.1.2c perform safe self-rescue in different water-based situations.