

YEAR 1

IPC Topics

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|----------------------------|---------------------|--------------------|---------------------|-------------------------|
| I'm Alive | All Dressed Up/Celebration | The Magic Toy Maker | We Are What We Eat | Flowers and Insects | The Stories People Tell |

Homework

In Year 1 the homework goes out on a Friday and is returned on a Wednesday. The homework is set at different levels to cater for different abilities within the class. Each week your child will get homework in:

Phonics Maths Sentence Work

Reading

Children read twice a week one to one with an adult. They will also take part in a guided reading session with an adult: this helps to develop their reading understanding. Their reading books will be changed twice a week. Families should be reading with their child every day and writing in their reading record. In school and at home children will be practising reading common words and using their phonic skills to read new and unknown words. They will explore a range of genres and explore reading through puppets, class story time, role play etc.

YEAR 1 – ENGLISH CURRICULUM

Pupils should be taught to:

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| <p>Spoken English</p> | <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • count relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, roleplay/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication |
| <p>Reading</p> | <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, and understand that the apostrophe represents the omitted letter(s) • 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 • re read these books to build up their fluency and confidence in word reading. • 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, learning to appreciate rhymes and poems, and to recite some by heart, discussing 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 and listening to what others say • explain clearly their understanding of what is read to them |
| <p>Writing</p> | <ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week |

- 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, 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, apply simple spelling rules
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- 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
- 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
- discuss what they have written with the teacher or other pupils
- read their writing aloud clearly enough to be heard by their peers and the teacher.
- develop their understanding of the concepts set out in English by leaving spaces between words, joining words and joining clauses using "and", beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’, learning the grammar for year 1
- use the grammatical terminology in English in discussing their writing and reading.

YEAR 1 – MATHS CURRICULUM

Pupils should be taught to:

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| Number and Place Value | <ul style="list-style-type: none"> • 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 and Subtraction | <ul style="list-style-type: none"> • 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 and Division | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume and time • measure and record the following: lengths and heights, mass/weight, capacity and volume and time recognise and know the value of different denominations of coins and notes, sequence events in chronological order using appropriate 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 Shape | <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles, 3-D shapes [for example, cuboids (including cubes), pyramids and sphere |
| Position and Direction | <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three-quarter turns |

YEAR 1 – RELIGIOUS EDUCATION CURRICULUM

| Religious Education Themes: | | | |
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| | Autumn Term | Spring Term | Summer Term |
| Reception | God's World God's Family | Getting to Know Jesus Sorrow and Joy | New Life The Church |
| Year 1 | God's Great Plan Mary, Mother of God | Families and Celebrations Following Jesus | Resurrection Miracles |
| Year 2 | Chosen People Mysteries | The Good News The Mass | Eastertide The Church is Born |
| Year 3 | The Christian Church Mary our Mother | Called to Change Eucharist | Celebrating Being a Christian |
| Year 4 | The Bible Trust in God | Jesus the teacher Jesus the Saviour | The Mission of the Church Belonging to the Church |
| Year 5 | Gifts from God The Commandments | Inspirational People Reconciliation | Life in the Risen Jesus People of other faiths |
| Year 6 | The Kingdom of God Justice | Jesus the Bread of Life Jesus the Son of God | The work of the Apostles Called to Serve |