

Standens Barn Primary School



Year 1 Curriculum Content

This document sets out the curriculum content.

1. The Curriculum at Standens Barn Primary School

At Standens Barn Primary School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the aims of the early years foundation stage and the national curriculum for key stage 1 and key 2 in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into six termly topics per year group. While there is some discrete subject-based teaching, most learning is linked together through the topics for each term.

2. Further information about the Year 1 curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the Class page section of our school website.

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page.

Our *twitter* feed (@Standensbarn PS) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The subject-specific objectives that underpin the Class 1 topics are available below. These statements form the 'expected standards' for each subject in Year 1 – they are used by school staff to plan the topics and to make assessments.

3. Published schemes used in Year 1

In Year 1, we use some published schemes of work to support the delivery of our curriculum:

Area of the curriculum	Name of the scheme	Overview
Phonics	<i>Letters and Sounds</i>	<i>Letters and Sounds</i> is a structured and systematic approach to teaching phonics. The programme meets the higher expectations of the national curriculum – see http://bit.ly/2vtjyoO
Handwriting	<i>Kinetic Letters</i>	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall – see http://kineticletters.co.uk/

4. The 'expected standard' by the end of Year 1 at Standens Barn Primary School:

English - Reading: Year 1
Read most words containing common suffixes – see age-appropriate section of the NC Appendix 1.
Read most common exception words – see age-appropriate section of the NC Appendix 1.
Read aloud many words (in books with words closely matched to the GPCs) quickly and accurately without overt sounding and blending, e.g. at over 60 words per minute.
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
Say the sound for any grapheme they are shown.
Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea').
Read words that contain 'tch'; end in the 'v' sound; and have 'un' at the start.
Read words of more than one syllable that contain the taught GPCs.
Recognise and read words with contractions (I'm, I'll, we'll, he's) and understand that the apostrophe represents the omitted letter(s).
Correct inaccurate reading when prompted.
Read compound words.
Read aloud and is able to use expression to show awareness of punctuation, e.g. full-stops, questions marks and exclamations marks.
Show an understanding of word meanings, through discussion, linking new meanings to those already known.
Explain clearly their understanding of what is read to them.
Answer simple questions/find information in response to a direct, literal question.
Contribute to discussion, expressing opinions about main events and characters in the story, beyond simply like/dislike (e.g. good and bad characters and why).
Make simple inferences on the basis of what is being said and done.
Predict what might happen on the basis of what has been read so far (about the plot and/or characters of an unknown story, using the text and other book features).
Contribute to discussion by making links to own experiences, background information and vocabulary provided.
Demonstrate a positive attitude to reading, by frequently reading for pleasure (both fiction and non-fiction).
Consider the particular characteristics of what they read and hear read.
Distinguish between fiction and non-fiction texts.
Shows an understanding of a wide range of poems, stories and non-fiction that have been read and listened to.
Recite some poems by heart.

English – Spoken Language: Year 1
<i>The statements for Spoken Language (below) apply to all years. The content should be taught at a level appropriate to the age of the pupils. Teacher assessments must focus on each pupil's ability to communicate across a range of contexts and to a range of audiences. This includes work in pairs, small/large groups and as a whole class. Attention should also be paid to increasing pupils' vocabulary – see the National Curriculum for English (Appendix 1).</i>
Listen and respond appropriately to adults and their peers.
Ask 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, role play/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.

English – Writing: Year 1

Write sentences which are sequenced appropriately to form short texts (fictional and non-fictional), e.g. stories have a beginning – middle –end; instructions are in the correct order.
Include some interesting, descriptive language to describe appearance, feelings, characters, action or settings.
Use some expanded noun phrases when being descriptive.
Choose some vocabulary that is genre, task or topic specific.
Write grammatically accurate (simple) sentences, on most occasions.
Re-read own writing to check what is written makes sense.
Write co-ordinated sentences with 'and' and 'but' accurately.
Use the present and past tense with increasing accuracy.
Use capital letters to demarcate sentences with growing accuracy.
Use full stops to demarcate sentences with growing accuracy.
Use capital letters for some proper nouns and the personal pronoun 'I'.
Use question marks and exclamation marks with some accuracy.
Apply most spelling rules/patterns from KS1 (Y1) correctly.
Correctly spell many example words and common exception words from the KS1 (Y1) programme of study.
Correctly spell many words by segmenting them into phonemes and representing them with graphemes.
Form lower case letters in the correct direction, starting and finishing in the right place.
Form lower case letters to the correct size, relative to one another.
Use spacing between words.
State which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

Mathematics¹: Year 1

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Given a number, identify one more and one less.
Count in multiples of twos, fives and tens.
Read and write numbers to 100 in numerals.
Represent and use number bonds and related subtraction facts within 20.
Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Compare, describe and solve practical problems for lengths and heights, mass or weight and capacity/volume.
Recognise common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles.
Name common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles.
Recognise and name common 3-D shapes in different orientations and sizes i.e. including cuboids (including cubes), pyramids and spheres.

Science: Year 1

Ask simple questions linked to the science work in class.
Observe closely and describe what can be seen.
Perform simple tests, using familiar, everyday equipment.
Gather and record information to help answer questions (including using photographs and drawings).
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.
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

¹ Only the 'pupil can' statements listed as 'performance indicators' (i.e. key objectives) have been included for mathematics.

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.
Identify, name, draw and label finer body parts, e.g. wrist, chin, ankle, waist, shoulder, hips, etc.
Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.
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.

Computing: Year 1

Use a systematic approach to control and predict the behaviour of simple programs (e.g. control a roamer).
Recognise common uses of information technology beyond school.
Identify simple mistakes in my work and evaluate and correct them.
Keep personal information private.
Seek help and support when I have concerns about online content.
Navigate age appropriate websites.

RE: Year 1

Recall some simple features of religious, spiritual and moral stories and other forms of religious expression.
Recognise and name some basic features of religions and beliefs.
Identify what I find interesting and puzzling in life.
Recognise some basic symbols and other forms of religious expression.
Express my own experiences and feelings in simple terms.
Identify what is important to me and what may be important to others.

Art: Year 1

Investigate and use a range of materials to show my ideas in both 2D and 3D.
Use a sketchbook to explore techniques in the use of line, colour, pattern, texture, shape and space.
Say what I think and feel about my own and others' work, including artists, designers and craftspeople.
Suggest some ways to improve my own work.

DT: Year 1

Use my own experiences to describe what my product is for.
Say how my product will work and whether it is for me or other people.
Develop and communicate ideas by talking and drawing.
Plan my design.
Select from tools and materials chosen by my teacher.
With support, cut, shape and join materials.
Follow safety and hygiene procedures.
Talk about my design ideas, what I am making and how it could be improved.
Describe what products are, who they are for and how and where they are used.
Describe the simple characteristics of materials and components.
Know that a 3D textile product can be assembled from two pieces of fabric.
With support, identify that all food comes from plants or animal, and has to be grown, farmed or caught.
With support, prepare simple dishes safely and hygienically, without using heat.
With support, cut, peel and grate food.

Geography: Year 1

Name, locate and identify characteristics of the four countries of the United Kingdom.

Name the capital cities of the United Kingdom and the surrounding seas.

Make comparisons of human and physical features of a small area of the United Kingdom with my locality (e.g. a city location and a village location).

Identify seasonal and daily weather patterns in the United Kingdom.

Use basic geographical vocabulary such as beach, cliff, forest, hill, mountain, sea, river, soil, season and weather.

Use world maps, atlases and globes to identify the United Kingdom and its countries.

Use simple compass directions (e.g. north, south, east, and west).

Use locational and directional language (e.g. near, far, left, right).

Use aerial photographs and plans to recognise landmarks and basic human and physical features.

Devise a simple map.

Use simple fieldwork and observations to study the geography of my school and its immediate locality.

History: Year 1

Beginning to place a few events, people and objects in the correct time order.

Beginning to recognise the differences between ways of life in the past and present.

Beginning to use the right historical words to explain the passing of time.

With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.

Beginning to understand some ways in which we find out about the past.

Beginning to find answers to simple questions about the past by using stories and other sources.

Music: Year 1

Sometimes use my voice in different ways.

Join in singing.

Beginning to follow instructions when I perform.

Beginning to make sounds that are very different.

Make sounds using voices and instruments.

Make a long sound and a short sound.

Clap short rhythms with help

Recognise the difference between fast and slow.

Listen to live and recorded music and say how it makes me feel.

Copy changes in pitch – high and low.

Know how some sounds are made.

PE: Year 1

Copy and explore basic body patterns and movements.

Copy and explore basic actions with some control and co-ordination.

Remember simple dance steps and perform in a controlled manner.

Choose and link some basic actions, and I can recognise and use space appropriately.

Choose actions and link them with sounds and music.

Watch and discuss my own work and that of my peers.

Safely perform teacher led warm-ups and can describe and discuss others work.

Aware of others around me.

Stop a ball with basic control.

Use basic underarm, rolling and hitting skills.

Run at different speeds, jump from a standing position and throw an object with one hand.

Send a ball in the direction of another person.

Choose different ways of hitting, throwing, striking or kicking the ball.
Decide when to sprint.
Describe my part in sending and receiving.
Explain why to throw, hit and kick a ball in a variety of ways, depending on the needs of the game.
Safely perform teacher led warm-ups and can describe and discuss others work.
Copy and explore basic body patterns and movements.

PSHE: Year 1

Follow the school's RESPECT rules, making a positive contribution to the life of the class and the school.
Demonstrate many of the metacognition attitudes needed to be a lifelong learner.
Think carefully about an issue/question/situation and present my ideas/views clearly.
Explain why democracy is a fair system for deciding what happens.
Understand that rules can help keep use safe from harm.
Appreciate other people looking differently to me; speaking differently to me; and thinking differently to me.
Recognise the difference between fairness and not getting my own way.
Accept that other people can have different views to my own.
Recognise that my behaviour affects others.
Appreciate that working with others can result in good work.
Recognise the need for safety rules – road, fire, school, environment, playground and home.
Know that I shouldn't give information about myself to people on the internet.
Follow the school's STOP approach to bullying.
State which support I need in a range of situations to feel safe at all times.
Discuss any unsafe feelings until the situation is resolved.
Know that family and friends should care for each other.
Know that there are different types of relationships – family, friends and others.
Know that my body needs healthy food, exercise and rest to work properly.
Know that some things are bad for my body and I should avoid them.
Understand the consequences of losing money or having it stolen.
Know that there are some things people have to buy and other things that they choose to buy.
Explain the difference between needs and wants.