Reading- word reading
Reading
Word Reading
Pupils should be taught to:
- 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, e.g. *I'm, I'll, we'll*, and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books which are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words
- re-read books to build up their fluency and confidence in word reading.

Reading- comprehension
Comprehension
Pupils should be taught to:
- develop pleasure in reading, motivation to read by, 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 read 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 by heart and reciting 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 using a range of strategies such as phonic cues, picture cues, omit and read on, context cues
- 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.

Handwriting
Handwriting
Pupils should be taught to:
- 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' (i.e. letters that are formed in similar ways) and to practise these.

Writing-transcription
Transcription
Spelling
Pupils should be taught to:
- spell:
- words containing each of the 40+ phonemes already taught
- common exception words, e.g. *the, said, one, two*
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs
- use the prefix *un*
- use *–ing, -ed, -er* and *–est* where no change is needed in the spelling of root words (e.g. *helping, helped, helper, eating, quicker, quickest*)
- apply simple spelling rules and guidelines, as listed in Appendix 1

- write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.

Term 1

day, play, say, way, stay, boy, toy, enjoy, annoy, see, tree, green, meet, week , oil, join, coin, point, soil, made, came, same, take, safe,

Term 2

food, pool, moon, zoo, soon, book, took, foot, wood, good, boat, coat, road, coach, goal, toe, goes out, about, mouth, around, sound, off, well, miss, buzz, back bank, think, honk, sunk

Composition
Pupils should be taught to:
- 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 it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- Use some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary (*the policeman wore a helmet and a badge*); simple description (*the giant has red hair*).

Text Structure and Organisation

Pupils should be taught
- To use a simple opening or closing phrase (often formulaic) may be used (*One day; On Saturday; it flew away; the end*)
- Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions.
- To link ideas/events using connecting vocabulary, e.g. through repetition of a connective, subject or pronoun relating to the main idea (*I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on; my dragon is purple and it has green spots and it has sharp claws and it has a long tail and it breathes fire*).

Writing – vocabulary, grammar and punctuation
Vocabulary, Grammar and punctuation
Pupils should be taught to:
- develop their understanding of the concepts set out in Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and, *but, because, then*
- 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 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.
- *Use a range of sentence openers:*
- *Once upon a time, Early one morning, First, Then, Next, Finally, Happily ever after, One day, Suddenly, Luckily*
- *Use simple noun phrases: the scary woman*
- *Use determiners: the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these*
- *Use prepositions: up, down, in, into, out, to, onto, inside, outside, towards, across, under*

Term 3

car, start, park, arm, garden, girl, bird, shirt, first, third, turn, hurt, church, burst, Thursday, now, how, brown, down, town own, blow, snow, grow, show, blue, clue, true, rescue, Tuesday, new, few, grew, flew, drew, threw

Term 4

for, short, born, horse, morning, more, score, before, wore, shore, saw, draw, yawn, crawl, air, fair, pair, hair, chair, dear, hear, beard, near, year, bear, pear, wear, bare, dare, care, share, scared, football, farmyard, bedroom

Common exception words

of, said, says, are, were, was, his, has, you, your, they
put, push, pull, full, house, our, do, today

Term 5

catch, fetch, kitchen, notch, hutch, rain, wait, train, paid, afraid, five, ride, like, time, side,

Term 6

home, those, woke, hope, hole, June, rule, rude, use, tube, tune, lie, tie, pie, cried, tried, dried, high, night, light, bright, right

Common exception words

football, playground, farmyard, bedroom, blackberry

Number-number and 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.

Number- addition and 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 =__ – 9.

Number- 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.

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]

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
Geometry- position and direction Pupils should be taught to: describe position, direction and movement, including whole, half, quarter and three-quarter turns	**Geometry- properties of shapes** Pupils should be taught to: 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 spheres)	**Statistics** Pupils should be taught to:	**Number- fractions** **Pupils should be taught to:** 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

Subject	Autumn 1 Whole School Focus: Zoo (Zoo/Tiger Skin Rug) PHSCE Core Values: Responsibility, Freedom/Tolerence	Autumn 2 Year 1 Focus: Make a Wish (Rainbow Bear) PHSCE Core Values: Respect, Forgiveness	Spring 1 Whole School Focus: Railway Children (The Railway Children) PHSCE Core Values: Perseverence and Co-operation	Spring 2 Year 1 Focus: Wonder (Traction Man/Major Glad and Major Dizzy) PHSCE Core Values: Kindness and Unity	Summer 1 Whole School: Greenwich Times – Sailors and Seamen (The Owl and the Pussycat/Billy's Bucket) PHSCE Core Values: Trust	Summer 2 Year 1 Focus: Heroes and Villains (Mr. Wolf's Pancake PHSCE Core Values: Resilience and Honesty
Trips	Animal Visit in School	Polar Explorer Workshop/Exhibition - Maritime Museum	London Transport Museum	Toys of the Past Workshop – Royal Arsenal Freshwater Theatre – Magical Toy Museum Workshop	Painting the Ocean Workshop – Maritime Museum	Puppet Making Workshop in School
PHSCE	PHSCE Core Values: Responsibility, Freedom/Tolerence	PHSCE Core Values: Respect, Forgiveness	PHSCE Core Values: Perseverence and Co-operation	PHSCE Core Values: Kindness and Unity	PHSCE Core Values: Trust	PHSCE Core Values: Resilience and Honesty

Science	Animals including humans (sorting and classifying)	Animals, including humans (human skeleton, senses)	Everyday Materials- sorting and classifying	Everyday Materials- investigating materials	Plants- identifying and naming flowers and trees/growing plants and vegetables	Plants- describing parts of flowers/change over time
	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Seasonal Changes** observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. **Working Scientifically:** • 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.	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Seasonal Changes** observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. **Working Scientifically:** • 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	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. **Seasonal Changes** observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. **Working Scientifically:** • 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.	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. **Seasonal Changes** observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. **Working Scientifically:** • asking simple questions and recognising that they can be answered in different	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. **Seasonal Changes** observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. **Working Scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests	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. **Seasonal Changes** observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. **Working Scientifically:** • 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.

		• gathering and recording data to help in answering questions.		• 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.	• identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	
Computing	**Key Skills** create and debug simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Key Skills** create and debug simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Internet Safety** 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.	**Beebots** 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	**How is technology used in the world?** recognise common uses of information technology beyond school	**Coding – Purple Mash** 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

Design and technology				DT focus – Structures (Rail Lines)	DT focus – Textiles (Puppets/Toys)		DT Focus – Food (Pancakes)
				build structures, exploring how they can be made stronger, stiffer and more stable	explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		**Design**
							design purposeful, functional, appealing products for themselves and other users based on design criteria
				explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	**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, mock-ups and, where appropriate, information and communication technology
				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, mock-ups and, where appropriate, information and communication technology		**Make**
							select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
				generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	**Make**		
					select from and use a range of tools and equipment to perform practical tasks [for example, 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
				Make			
				select from and use a range of tools and equipment to perform practical tasks [for example, 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
				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
				Evaluate			
				explore and evaluate a range of existing products	evaluate their ideas and products against design criteria		
				evaluate their ideas and products against design criteria	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		
History		**Polar Explorers** significant historical events, people and places in their own locality. 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] events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events		**Toys Through Time** 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		**Significant Women** significant historical events, people and places in their own locality. 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] 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]

	commemorated through festivals or anniversaries]	

Geography	**School and surrounding environment focus** use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 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 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 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	**Seasonal/daily weather patterns** 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 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 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	**Small area in UK contrast with non-European country/ Map skills** 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 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 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 use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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

Religious Education	Belonging – Who Am I? In this unit pupils draw on their understanding of what it means to belong, and then relate it to how children are given a sense of belonging in four religions: Christianity, Islam, Hinduism and Sikhism. Pupils investigate how children are welcomed into different religions. They think about how people show they belong and what is special for them about belonging.	Christianity: jesus' birth and Christmas **Recognise features of religious life in practice** **Rcognise some religious symbols and words** **Identify aspects of own experience and feelings in religious studies** **Identify things they find interesting in religious studies** **Identify what is of value and concern to themselves in religious studies**	Christianity: Jesus the Teacher **Recognise features of religious life in practice** **Rcognise some religious symbols and words** **Identify aspects of own experience and feelings in religious studies** **Identify things they find interesting in religious studies** **Identify what is of value and concern to themselves in religious studies**	Judaism: Shabbat – a rest day **Recognise features of religious life in practice** **Rcognise some religious symbols and words** **Identify aspects of own experience and feelings in religious studies** **Identify things they find interesting in religious studies** **Identify what is of value and concern to themselves in religious studies**	Judaism: Festivals in the Jewish Year **Recognise features of religious life in practice** **Rcognise some religious symbols and words** **Identify aspects of own experience and feelings in religious studies** **Identify things they find interesting in religious studies** **Identify what is of value and concern to themselves in religious studies**	Islam: Prophet Muhammad (pbuh) **Recognise features of religious life in practice** **Rcognise some religious symbols and words** **Identify aspects of own experience and feelings in religious studies** **Identify things they find interesting in religious studies** **Identify what is of value and concern to themselves in religious studies**
Art and design	**Drawing – ongoing throughout** **Begin to use a variety of tools to make marks (e.g. pencils, pastels, chalk)** **Control different types of marks made with a range of media (e.g. thick, thin, wavy, straight)** **Experiment with texture by drawing on a range of different surfaces with a range of media** **Observe and draw shapes from observations.** **Form (3D / Sculpture)** **Manipulate malleable materials in a variety of ways including rolling and kneading** **Experiment with constructing and joining recycled, natural and manmade materials** **Explore sculpture with a range of malleable materials** **Manipulate malleable materials for a purpose: thumb pots** **Understanding the work of artists and craft makers:**		**Painting** **Know the names of the colours** **Begin to introduce the primary colours.** **Use a variety of tools including different brush sizes and types,** **Work from observation and match colours to artefacts and objects** **Experiment with paint on different surfaces and create different textures (e.g. by adding sand)** **Texture (puppets):** **Match and sort fabrics and threads for colour, texture, length, shape and size** **Cut and shape fabric using scissors/snips** **Create images from a variety of media: fabrics, papers, etc** **Arrange and glue materials to different backgrounds** **Begin to create fabrics of different textures by e.g.**		**Print:** **Make rubbings of different textures and patterns** **Print with a range of hard and soft materials eg corks, pebbles, sponges** **Use simple tools to make mono prints (e.g. by painting on one piece of paper and directly transferring onto another).** **Build repeating patterns and recognise pattern in the environment** **Use appropriate language to describe tools and processes used.**	

	Develop understanding of local artists and their work	**weaving fabrics and tag rugging**				
Music	Music Whole year: Sing songs • Play tuned & untuned instruments musically • Listen & understand live and recorded music • Make and combine sounds musically					
Physical Education	**Fundamental Movement Skills** Children develop the ability to demonstrate fundamental movement skills with increasing confidence. Fundamental Skills to be demonstrated include: running, jumping, throwing catching, skipping, hoping, striking, hitting, agility, Balance and coordination. Children are demonstrating the ability to link these movements together in order to produce basic skills.	**Gymanastic – basic shapes and sequences** Begin to explore the key shapes in gymnastics and demonstrate these with control, balance and tension. Explore these shapes whilst jumping, balancing and traveling. Use these skills to produce a sequence involving these shapes.	**Multiskills – agility, balance and coordination** Developing on from fundamental movement skills children will link these skills together in a range of multiskill scenarios. Children become increasingly aware of the importance of ABC's and when they are used in different activities,	**Team Games- tag rugby** Children are developing the ability to throw and catch as individuals and in pairs or groups. Demonstrating values needed to participate effectively as part of a team.	**FMS with racquets** Children are introduced to tennis and are demonstrating how to grip the racquet with the correct technique. Children are developing the ability to strike the ball with control and consistency in both static and dynamic environments.	**Athletics- running, throwing and jumping** Children participate in a range of athletic events gaining knowledge of the correct techniques and rules ready to compete in sportsday. Continuously developing fundamental movement skills through sprinting, long jump and throwing events.