

# National Curriculum Year 1

Mathematics						
Ma1/2.1 Number & Place Value	Ma1/2.2 Addition & Subtraction	Ma1/2.3 Multiplication & Division	Ma1/2.4 Fractions	Ma1/3.1 Measurement	Ma1/3.2 Properties of Shapes	Ma1/3.3 Position and Direction
<p><b>Ma1/2.1a</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p><b>Ma1/2.1b</b> count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p><b>Ma1/2.1c</b> given a number, identify 1 more and 1 less</p> <p><b>Ma1/2.1d</b> 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</p> <p><b>Ma1/2.1e</b> read and write numbers from 1 to 20 in numerals and words.</p>	<p><b>Ma1/2.2a</b> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p><b>Ma1/2.2b</b> represent and use number bonds and related subtraction facts within 20</p> <p><b>Ma1/2.2c</b> add and subtract one-digit and two-digit numbers to 20, including 0</p> <p><b>Ma1/2.2d</b> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p>	<p><b>Ma1/2.3a</b> 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.</p>	<p><b>Ma1/2.4a</b> recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p><b>Ma1/2.4b</b> recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p>	<p><b>Ma1/3.1a</b> compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>i. lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal]</li> <li>ii. <b>mass / weight</b></li> <li>iii. <b>capacity and volume</b></li> <li>iv. <b>time</b></li> </ul> <p><b>Ma1/3.1b</b> measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>i. lengths and heights</li> <li>ii. mass/weight</li> <li>iii. capacity and volume</li> <li>iv. time (hours, minutes, seconds)</li> </ul> <p><b>Ma1/3.1c</b> recognise and know the value of different denominations of coins and notes</p> <p><b>Ma1/3.1d</b> <b>sequence events in chronological order using language</b></p> <p><b>Ma1/3.1e</b> recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><b>Ma1/3.1f</b> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p><b>Ma1/3.2a</b> recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>i. <b>2-D shapes</b></li> <li>ii. <b>3-D shapes</b></li> </ul>	<p><b>Ma1/3.3a</b> describe position, directions and movements, including whole, half, quarter and three-quarter turns.</p>
Science						
Sc1/1 Working Scientifically	Sc1/2.2 Animals including humans	Sc1/3.1 Everyday materials		Sc1/4.1 Seasonal Changes		
<p>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:</p> <p><b>Sc1/1.1</b> asking simple questions and recognising that they can be answered in different ways</p> <p><b>Sc1/1.2</b> observing closely, using simple equipment</p> <p><b>Sc1/1.3</b> performing simple tests</p> <p><b>Sc1/1.4</b> identifying and classifying</p> <p><b>Sc1/1.5</b> using their observations and ideas to suggest answers to questions</p> <p><b>Sc1/1.6</b> gathering and recording data to help in answering questions.</p>	<p><b>Sc1/2.2a</b> identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p><b>Sc1/2.2b</b> identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><b>Sc1/2.2c</b> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p><b>Sc1/2.2d</b> 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>	<p><b>Sc1/3.1a</b> distinguish between an object and the material from which it is made</p> <p><b>Sc1/3.1b</b> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p><b>Sc1/3.1c</b> describe the simple physical properties of a variety of everyday materials</p> <p><b>Sc1/3.1d</b> compare and group together a variety of everyday materials on the basis of their simple physical properties</p>		<p><b>Sc1/4.1a</b> observe changes across the 4 seasons</p> <p><b>Sc1/4.1b</b> observe and describe weather associated with the seasons and how day length varies.</p>		
		Sc1/2.1 Plants		<p><b>Sc1/2.1a</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p><b>Sc1/2.1b</b> identify and describe the basic structure of a variety of common flowering plants, including trees</p>		
Geography	History	Art & Design	Computing	Physical Education		
<p><b>Location Knowledge</b></p> <p>Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Place knowledge</b></p> <p>Ge1/1.2a 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</p> <p><b>Human and physical geography</b></p> <p>Ge1/1.3a 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</p> <p>Ge1/1.3b 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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b></p> <p>Ge1/1.4a 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</p> <p>Ge1/1.4b use simple compass directions (North, South, East and West) and <b>locational and directional language</b> to describe the location of features and routes on a map</p> <p>Ge1/1.4c 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</p> <p>Ge1/1.4d 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.</p>	<p>Pupils should be taught:</p> <p><b>Hi1/1.1 changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Hi1/1.2 events beyond living memory</b> that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></p> <p><b>Hi1/1.3 the lives of significant individuals</b> in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>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</i></p> <p><b>Hi1/1.3 significant historical events,</b> people and places in their own locality.</p>	<p>Pupils should be taught:</p> <p><b>Ar1/1.1</b> to use a range of materials creatively to design and make products</p> <p><b>Ar1/1.2</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>Ar1/1.3</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><b>Ar1/1.4</b> 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.</p>	<p>Pupils should be taught to:</p> <p><b>Co2/1.1</b> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p><b>Co2/1.2</b> create and debug simple programs</p> <p><b>Co2/1.3</b> use logical reasoning to predict the behaviour of simple programs</p> <p><b>Co2/1.4</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Co2/1.5</b> recognise common uses of information technology beyond school</p> <p><b>Co2/1.6</b> 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</p>	<p><b>PE1/1.1 Sport &amp; Games</b></p> <p><b>PE1/1.1a</b> 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</p> <p><b>PE1/1.1b</b> participate in team games, developing simple tactics for attacking and defending</p> <p><b>PE1/1.1c</b> perform dances using simple movement patterns.</p> <p><b>PE1/1.2 Swimming and water safety</b> <i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i></p> <p>In particular, pupils should be taught to:</p> <p><b>PE1/1.2a</b> swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p><b>PE1/1.2b</b> use <b>a range of strokes</b> effectively</p> <p><b>PE1/1.2c</b> perform safe self-rescue in different water-based situations.</p>		
		Music		<p>Pupils should be taught to:</p> <p><b>Mu1/1.1</b> use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p><b>Mu1/1.2</b> play tuned and untuned instruments musically</p> <p><b>Mu1/1.3</b> listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><b>Mu1/1.4</b> experiment with, create, select and combine sounds using the interrelated dimensions of music</p>		

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

En1/2.1 Word Reading	En1/2.2 Comprehension
<b>En1/2.1a</b> apply phonic knowledge and skills as the route to decode words <b>En1/2.1b</b> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <b>En1/2.1c</b> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <b>En1/2.1d</b> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <b>En1/2.1e</b> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <b>En1/2.1f</b> read other words of more than one syllable that contain taught GPCs <b>En1/2.1g</b> read words with <b>contractions</b> , and understand that the apostrophe represents the omitted letter(s) <b>En1/2.1h</b> 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 <b>En1/2.1i</b> reread these books to build up their fluency and confidence in word reading.	<b>En1/2.2a</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ol style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ol> <b>En1/2.2b</b> understand both the books they can already read accurately and fluently and those they listen to by <ol style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ol> <b>En1/2.2c</b> participate in discussion about what is read to them, taking turns and listening to what others say <b>En1/2.2d</b> explain clearly their understanding of what is read to them

Writing			
En1/3.1 Spelling	En1/3.2 Handwriting and Presentation	En1/3.3 Composition	En1/3.4 Vocabulary, grammar & punctuation
<b>En1/3.1a</b> spell: <ol style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ol> <b>En1/3.1b</b> name the letters of the alphabet: <ol style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ol> <b>En1/3.1c</b> add prefixes and suffixes: <ol style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> </ol> <b>En1/3.1d</b> apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a> <b>En1/3.1e</b> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<b>En1/3.2a</b> sit correctly at a table, holding a pencil comfortably and correctly <b>En1/3.2b</b> begin to form lower-case letters in the correct direction, starting and finishing in the right place <b>En1/3.2c</b> form capital letters <b>En1/3.2d</b> form digits 0-9 <b>En1/3.2e</b> understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these	<b>En1/3.3a</b> write sentences by: <ol style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ol> <b>En1/3.3b</b> discuss what they have written with the teacher or other pupils <b>En1/3.3c</b> read their writing aloud clearly enough to be heard by their peers and the teacher.	<b>En1/3.4a</b> develop their understanding of the concepts set out in English <a href="#">Appendix 2</a> by: <ol style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using “and”</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>learning the grammar for year 1 in English <a href="#">Appendix 2</a></li> </ol> <b>En1/3.4b</b> use the grammatical terminology in English <a href="#">Appendix 2</a> in discussing their writing and reading.
<b>GPS Appendix 2 - Year 1: Detail of content to be introduced (statutory requirement)</b>			
Word	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]		
Sentence	How words can combine to make sentences Joining words and joining clauses using and		
Text	Sequencing sentences to form short narratives		
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I		
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark		

Spelling (Appendix 1)																	
<b>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck -</b> The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	<b>The /ŋ/ sound spelt n before k</b>	<b>Division of words into syllables -</b> Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	<b>-tch -</b> The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	<b>The /v/ sound at the end of words -</b> English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’.	<b>Adding s and es to words (plural of nouns and the third person singular of verbs) -</b> If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es.	<b>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word -</b> –ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on	<b>Adding –er and –est to adjectives where no change is needed to the root word -</b> As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.										
<b>Vowel digraphs and trigraphs - Some may already be known, depending on the programmes used in Reception, but some will be new.</b>																	
<b>ai, oi</b> - The digraphs ai and oi are virtually never used at the end of English words.	<b>ay, oy</b> - ay and oy are used for those sounds at the end of words and at the end of syllables	<b>a-e</b>	<b>e-e</b>	<b>i-e</b>	<b>o-e</b>	<b>u-e</b> - Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	<b>ar</b>	<b>ee</b>	<b>ea (/i:/)</b>	<b>ea (/ɛ/)</b>	<b>er (/ɜ:/)</b>	<b>er (/ə/)</b>	<b>ir</b>	<b>ur</b>	<b>oo (/u:/)</b> - Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo	<b>oo (/u/)</b>	<b>oa</b> - The digraph oa is very rare at the end of an English word.
<b>oe</b>	<b>ou</b> - The only common English word ending in ou is you.	<b>ow (/aʊ/)</b> <b>ow (/əʊ/)</b> <b>ue ew</b> - Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	<b>ie (/aɪ/)</b>	<b>igh</b>	<b>ore</b>	<b>au</b>	<b>ear</b>	<b>are (/ɛə/)</b>	<b>Words ending –y (/i:/ or /ɪ/)</b>	<b>New consonant spellings ph and wh -</b> The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	<b>Using k for the /k/ sound -</b> The /k/ sound is spelt as k rather than as c before e, i and y.	<b>Adding the prefix –un -</b> The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	<b>Compound words -</b> Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	<b>Common exception words -</b> Pupils’ attention should be drawn to the graphemephoneme correspondences that do and do not fit in with what has been taught so far.			