

New National Curriculum 2014: Year 1

English

Spoken Language (Key Stage 1)

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.

Reading: Word Reading

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, –ing, –ed, –er and –est endings
read other words of more than one syllable that contain taught GPCs
read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
read aloud accurately books 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.

Reading: Comprehension

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 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 to appreciate rhymes and poems, and to recite some by heart
discussing word meanings, linking new meanings to those already known
Understand what they read, in books they can read independently, 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.

Writing: Transcription

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 [for example, helping, helped, helper, eating, quicker, quickest]
apply simple spelling rules and guidance, as listed in English Appendix 1
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing: Handwriting

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: Composition

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 aloud their writing clearly enough to be heard by their peers and the teacher.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 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 in English Appendix 2
use the grammatical terminology in English Appendix 2 in discussing their writing.

Music

Key Stage 1

use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned and detuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music.

Maths

Number: Number & Place Value

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
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 & Subtraction

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 & Division

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.

Number: Fractions

recognise, find and name a half as one of two equal parts of an object, shape or quantity
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement

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: Properties of Shapes

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]

Geometry: Position & Direction

describe position, direction and movement, including whole, half, quarter and three-quarter turns.

History

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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]
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]
significant historical events, people and places in their own locality

Physical Education

Key Stage 1

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
participate in team games, developing simple tactics for attacking and defending
perform dances using simple movement patterns.
Swimming & Water Safety
All schools must provide swimming instruction either in KS1 or KS2.
swim competently, confidently and proficiently over a distance of at least 25 metres
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
perform safe self-rescue in different water-based situations.

Art & Design

Key Stage 1

to use a range of materials creatively to design and make products
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
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.

Science

Working Scientifically (Key Stage 1)

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:

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.

Plants

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.

Animals (including humans)

identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
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 (fish, amphibians, reptiles, birds and mammals, including pets)
identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials

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
and describe weather associated with the seasons and how day length varies.

Geography

Key Stage 1

Locational Knowledge

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

Place Knowledge

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

Human & Physical Geography

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 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

Geographical Skills & Fieldwork

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.

Computing

Key Stage 1

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
recognise common uses of information technology beyond school
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.

Design & Technology

Key Stage 1

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]
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

Technical Knowledge

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.

Cooking & Nutrition

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