




Lovelace Primary School - Key Curriculum Content for Year 1- Smarter, Healthier, Happier

ENGLISH - Priority Objectives for pupils to master by the end of Year 1		MATHS - Priority Objectives for pupils to master by the end of Year 1	SCIENCE - Topics / Knowledge Covered														
National Curriculum (Statutory)		<p><u>Number – number and place value</u> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li><li>- count, read and write numbers to 100 in numerals;</li><li>-count in multiples of twos, fives and tens</li><li>- given a number, identify one more and one less</li><li>- 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</li><li>- read and write numbers from 1 to 20 in numerals and words.</li></ul> <p><u>Number – addition and subtraction</u> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li><li>- represent and use number bonds and related subtraction facts within 20</li><li>- add and subtract one-digit and two-digit numbers to 20, including zero</li><li>- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.</li></ul> <p><u>Number – multiplication and division</u> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-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.</li></ul> <p><u>Number – fractions</u> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-recognise, find and name a half as one of two equal parts of an object, shape or quantity</li><li>- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li></ul> <p><u>Measurement</u> Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-compare, describe and solve practical problems for:</li><li>- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li><li>-mass/weight [for example, heavy/light, heavier than, lighter than]</li><li>- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li><li>- time [for example, quicker, slower, earlier, later]</li></ul> <p>-measure and begin to record the following:</p> <ul style="list-style-type: none"><li>- lengths and heights</li><li>-mass/weight</li><li>-capacity and volume</li><li>- time (hours, minutes, seconds)</li></ul> <p>-recognise and know the value of different denominations of coins and notes</p> <p>-sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>-recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>-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><u>Geometry – properties of shapes</u></p>	<table><tr><th>Ter m</th><th>Knowledge Focus</th></tr><tr><td>1</td><td>Materials</td></tr><tr><td>2</td><td>Seasonal changes Autumn Materials</td></tr><tr><td>3</td><td>Seasonal changes Winter Humans</td></tr><tr><td>4</td><td>Seasonal changes Spring Plants</td></tr><tr><td>5</td><td>Seasonal changes Summer Animals</td></tr><tr><td>6</td><td>Animals</td></tr></table> <div><div> Copy of Year 1 Science Curriculum Pro...</div><div> Year 1 Science Curriculum Progression...</div></div> <p>Eco / Environmental / Outdoor:</p> <p><a href="#">Class Tree</a> <a href="#">Adopted Habitat</a> <a href="#">Ada Lovelace Day</a> <a href="#">National Science Week</a></p>	Ter m	Knowledge Focus	1	Materials	2	Seasonal changes Autumn Materials	3	Seasonal changes Winter Humans	4	Seasonal changes Spring Plants	5	Seasonal changes Summer Animals	6	Animals
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<p><b>Spoken Language / Oracy:</b></p>	<ul style="list-style-type: none"><li>- Pupils should be taught to:</li><li>- listen and respond appropriately to adults and their peers</li><li>- ask relevant questions to extend their understanding and knowledge</li><li>- use relevant strategies to build their vocabulary</li><li>- articulate and justify answers, arguments and opinions</li><li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>- speak audibly and fluently with an increasing command of Standard English</li><li>- participate in discussions, presentations, performances, role play, improvisations and debates</li><li>- gain, maintain and monitor the interest of the listener(s)</li><li>- consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>- select and use appropriate registers for effective communication.</li></ul>																
<p><b>Reading - word reading</b></p>	<ul style="list-style-type: none"><li>- Pupils should be taught to:</li><li>- apply phonic knowledge and skills as the route to decode words</li><li>- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>- read other words of more than one syllable that contain taught GPCs</li><li>- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>- 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</li><li>- re-read these books to build up their fluency and confidence in word reading.</li><li>-  Lovelace Year 1 Phonics LTP.docx</li></ul>																
<p><b>Reading - comprehension (to develop an understanding of what they have read)</b></p>	<ul style="list-style-type: none"><li>- Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><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 read to their own experiences</li><li>- becoming very familiar with key stories, fairy stories and traditional tales,</li><li>- 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></ul> <ul style="list-style-type: none"><li>- understand both the books they can already read accurately and fluently and those they listen to by:</li><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></ul> <ul style="list-style-type: none"><li>- participate in discussion about what is read to them, taking turns and listening to what others say</li></ul>																

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	- explain clearly their understanding of what is read to them.	<p>Pupils should be taught to:</p> <p>-recognise and name common 2-D and 3-D shapes, including:</p> <p>-2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p><u>Geometry – position and direction</u></p> <p>Pupils should be taught to:</p> <p>-describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>	
<b>Reading for pleasure (develop a positive attitude to reading)</b>	<ul style="list-style-type: none"> <li>- Whole class reading new and familiar texts for enjoyment as well as guided reading</li> <li>- Recommending new texts</li> <li>- Visits to school and local library</li> <li>- Listen to and read a wide range of texts.</li> <li>- Increase their knowledge of different books and retell some stories orally.</li> <li>- Read aloud poems showing understanding through intonation, tone, volume and action.</li> <li>- Discuss words and phrases that catch their interest.</li> </ul>		
<b>Writing: spelling</b>	<p>Pupils should be taught to:</p> <p>spell:</p> <ul 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> </ul> <p>name the letters of the alphabet:</p> <ul 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> </ul> <p>add prefixes and suffixes:</p> <ul 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 [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p>apply simple spelling rules and guidance, as listed in (English appendix 1 National Curriculum)</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><a href="#">W Lovelace Year 1 Phonics LTP.docx</a></p>		
<b>Writing: handwriting</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-sit correctly at a table,</li> <li>- holding a pencil comfortably and correctly</li> <li>- begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form capital letters</li> <li>-form digits 0-9</li> <li>- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>		
<b>Writing: composition</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-write sentences by:</li> <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> </ul> <p>- discuss what they have written with the teacher or other pupils</p> <p>- read aloud their writing clearly enough to be heard by their peers and the teacher.</p>		
<b>Writing: vocabulary, grammar &amp; punctuation</b>	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 National Curriculum by:</p> <ul 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> </ul>		

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	<p>-using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>- learning the grammar for year 1 in English Appendix 2</p> <p>-use the grammatical terminology in English Appendix 2 in discussing their writing. letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>		
<b>Range of Writing Purposes / Audiences:</b>	<p>Nothing explicit on the National Curriculum about text types but at Lovelace we cover a variety to :</p> <ul style="list-style-type: none"> <li>- Labelling</li> <li>- Lists</li> <li>- Re-writing part of a story</li> <li>- Letter writing</li> <li>- Speech bubbles</li> <li>- Poetry</li> <li>- Diary entries</li> <li>- Non-fiction</li> </ul>		
<b>Grammar Appendix (NC / Statutory)</b>			
Word	<p>-Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>-<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>-How the <b>prefix</b> un– changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]</p>		
Sentence	-How words can combine to make sentences Joining words and joining clauses using and		
Text	-Sequencing sentences to form short narratives		
Punctuation	<p>-Separation of words with spaces</p> <p>- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>- Capital letters for names and for the personal pronoun I</p>		
Terminology	<p>-letter, capital letter</p> <p>-word, singular, plural</p> <p>-sentence punctuation, full stop, question mark, exclamation mark</p>		

Foundation Curriculum - Priority Objectives / Key Building Blocks / Linked Learning e.g. STEM															
PHSE / RSE	Computing	Art & Design	Design Technology	MFL French	Geography	History	RE	Music	PE & Sport						
<p>We have chosen to adopt the JIGSAW PHSE scheme.</p> <p>Autumn 1: Being Me 📄 UK 5-6 1-BM Pi...</p> <p>Autumn 2: Celebrating differences 📄 UK 5-6 2-CD Pie...</p> <p>Spring 1: Dreams and goals</p>	<p>📄 Copy of Progres...</p> <p>Term 1 Google classroom login</p> <p>Term 2 Computer programming</p> <p>Term 3 Data</p> <p>Term 4 Communication</p>	<p><b>Autumn 1:</b></p> <p><b>Autumn 2:</b></p> <p><b>Spring 1:</b></p> <p><b>Spring 2:</b></p> <p><b>Summer 1:</b></p>	<p>We follow projects on a page</p> <p>Autumn 📄 1_2 Wheels and...</p> <p>Spring 📄 1_2 Sliders and...</p> <p>Summer 📄 1_2 Preparing fr...</p>	N/A	<p><i>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i></p>	<p><i>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</i></p>	<p>We follow the agreed Kingston SACRE curriculum: 📄 Copy of Whole s...</p> <p>Term 1 📄 Year 1 Unit 1 - ... 📄 MTP RE.docx</p> <p>Term 2 📄 Year 1 - What do...</p> <p>Term 3 &amp; 4</p>	<p>Music is taught by a specialist teacher through a weekly music lesson and a weekly singing lesson</p> <p>📄 Music Plans</p>	<p>PE is taught by a specialist, a swimming teacher and the class teacher</p> <table><tr><th>T</th><th>Sport</th><th>Sport</th></tr><tr><td>1</td><td>Swimming Country dancing</td><td>Multi Sports</td></tr></table>	T	Sport	Sport	1	Swimming Country dancing	Multi Sports
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<div><div>📄 UK 5-6 3-DG Pi...</div><div>Spring 2: Healthy Me</div><div>📄 UK 5-6 4-HM Pi...</div><div>Summer 1: Relationships</div><div>📄 UK 5-6 5-RL Pie...</div><div>Summer 2: Changing Me</div><div>📄 UK 5-6 6-CM Pi...</div></div>	<div>Term 5 Digital Literacy and research</div> <div>Term 6 Multimedia</div>	Summer 2:			<div>Autumn 2: I</div> <div>Spring 2:</div> <div>Summer 1:</div> <div>Summer 2</div>	<div>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</div> <div>Autumn 1: <a href="#">MTP Topic 2021-22.docx - Google Docs</a> Space <b>Significant People:</b> Tim Peake, Mae Jemison 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.</div> <div>Spring 1: <b>Castles</b> <a href="#">MTP Topic castles - 2021.docx - Google Docs</a> Events beyond living memory that are significant nationally or globally (Battle of Hastings)  Significant people: William the Conqueror  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Types of castles, how did people live in the past?)</div> <div>Summer 2: <a href="#">MTP Seaside history/geography - Google Docs</a> <b>Seaside then and now</b>  Changes within living memory.</div>	<div><a href="#">W</a> Year 1 - Who is j...</div> <div>Term 5</div> <div><a href="#">W</a> Year 1 - Who do ...</div> <div>Term 6</div> <div>📄 Year 1 unit 1.9 H...</div>		<table><tr><td></td><td><div>📄 E...</div></td><td></td></tr><tr><td>2</td><td>Count ry dancin g</td><td><a href="#">Throwing &amp; Catching. Basic Invasion games</a></td></tr><tr><td>3</td><td>Count ry dancin g</td><td><a href="#">Contemporary Dance</a></td></tr><tr><td>4</td><td>Gymn astics</td><td>Throwing, catching shooting</td></tr><tr><td>5</td><td>orient eering</td><td>Bat and ball</td></tr><tr><td>6</td><td>Swim ming</td><td>Athletics and sports day prep</td></tr></table> <div>Daily Mile is undertaken</div> <div>5 a Day</div> <div>Playtimes (continuous provision)</div>		<div>📄 E...</div>		2	Count ry dancin g	<a href="#">Throwing &amp; Catching. Basic Invasion games</a>	3	Count ry dancin g	<a href="#">Contemporary Dance</a>	4	Gymn astics	Throwing, catching shooting	5	orient eering	Bat and ball	6	Swim ming	Athletics and sports day prep
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Educational Visits, Residential Trips, Visiting Groups	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

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WOW / 101 Experiences / Special Days and Events for the Development of Character	Ada Lovelace Day (STEM) School Grounds / Outdoor Learning Day Christmas Card designs Black History Month	Children in Need Remembrance Dress the Tree Nativity/Songs for parents				
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