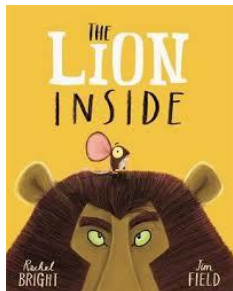



# YEAR 1 CURRICULUM

Spring Term 16 Weeks		Spring Term 26 Weeks	
ENGLISH			
LITERACY FOCUS TEXT -		LITERACY FOCUS TEXT -	
 <p><u>Mastery Keys</u></p> <p>Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks .</p> <p>Join words and clauses using and . Some accurate use of the prefix un- . Some accurate use of suffixes (where no change is needed to the root of the word) e.g. ed, -ing, -er, -est</p>	<p><u>Feature keys</u></p> <ul style="list-style-type: none"><li>• Use some story language .</li><li>• Include and describe new characters .</li><li>• Include and describe the setting .</li><li>• Write simple sentences in sequence (link ideas with pronouns) .</li><li>• Include a beginning, middle and end</li></ul>	 <p><u>Mastery Keys</u></p> <p>Join words and clauses using and .</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark .</p> <p>Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -est</p>	<p><u>Feature keys</u></p> <ul style="list-style-type: none"><li>• Use some story language</li><li>• Include and describe a character .</li><li>• Include and describe the setting (new setting for greater depth) .</li><li>• Write simple sentences in sequence . Include a beginning, middle and end</li></ul>

# YEAR 1 CURRICULUM

MATHS				
Number: Addition and Subtraction (within 20) 3 weeks	Number within 50 inc. multiples of 2, 5 and 10 3 weeks	Measurements: length and height 2 weeks	Measurements: Weight and volume 2 weeks 2 weeks	Consolidation 1 week
<p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Read, write and interpret mathematical statements involving addition, subtraction and equals signs.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p>Count to 50 forwards and backwards beginning from 0 or any given number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line and use the language of more than, less than, fewer, equal to, most and least.</p> <p>Count in multiples of twos, fives and tens.</p>	<p>Compare, describe and solve practical problems for lengths and heights. Long/short, longer/shorter, tall/short, double/half.</p>	<p>Compare, describe and solve practical problems for mass/weight. Heavy/light, heavier than/lighter than.</p> <p>Capacity and volume: full/empty/more than/less than, half full, quarter full</p>	

# YEAR I CURRICULUM

SCIENCE - EVERY DAY MATERIALS: Investigating		
Throughout the Year: Animals	Throughout the Year: Seasonal Change	Throughout the Year: Plants
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	<p><u>Seasonal changes</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
<p><u>NC objectives -</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>		<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul> <p>Which paper will make the most waterproof boat?</p> <p>How can we group materials in our classroom?</p>

# YEAR I CURRICULUM