



# St Peter's CE (VA) Primary School

## Year One Curriculum Coverage

### Literacy and Numeracy

#### Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common suffixes: -s, -es, -ing, -ed, -er, -est.
- Read contractions & understand purpose
- Read other words of more than one syllable that contain taught GPCs.
- Read phonics books aloud
- Develop pleasure in reading, motivation to read, vocabulary and understanding.\*
- Understand both the books they can already read accurately and fluently and those they listen to.\*
- 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

- Spell words containing each of the 40+ phonemes already taught.
- Spell very common 'exception' words
- Spell days of the week
- Name letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound.
- Use very common prefixes & suffixes i.e. spelling rule for -s, -es. Prefix un-. Using -ing, -ed, -er, -est when no change is needed in the spelling of the root word.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Form lower case letters correctly
- Form capital letters & digits
- Say out loud what they are going to write about.
- Compose sentences orally before writing
- Sequence sentences to form narratives.
- Re-read what they have written to check it makes sense and read own writing to peers or teachers

#### Grammar

- Leave spaces between words
- Joining words and joining sentences using 'and'
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Use common plural & verb suffixes

#### Speaking & Listening

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate

<b>Number/Calculation</b> <ul style="list-style-type: none"> <li>□ Count to / across 100</li> <li>□ Count in 1s, 2s, 5s and 10s</li> <li>□ Identify 'one more' and 'one less'</li> <li>□ Read &amp; write numbers to 20</li> <li>□ Use language, e.g. 'more than', 'most'</li> <li>□ Use +, - and = symbols</li> <li>□ Know number bonds to 20</li> <li>□ add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>□ Solve one-step problems, including simple arrays</li> </ul>	<b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>□ Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</li> <li>□ Begin to measure length, capacity, weight</li> <li>□ Recognise coins &amp; notes</li> <li>□ Use time &amp; ordering vocabulary</li> <li>□ Tell the time to hour/half-hour</li> <li>□ Use language of days, weeks, months &amp; years</li> <li>□ Recognise &amp; name common 2-d and 3-d shapes</li> <li>□ Order &amp; arrange objects</li> <li>□ Describe position &amp; movement, including half and quarter turns</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>□ Recognise &amp; use <math>\frac{1}{2}</math> &amp; <math>\frac{1}{4}</math></li> </ul>	<b>Data</b>
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### Science Objectives

<b>Science Explorers (YA)</b> <ul style="list-style-type: none"> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> </ul>	<b>Science Music through the Ages (YA)</b> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>
<b>Science Sports Camp (YA)</b> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<b>Science Sunflowers (YA)</b> <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> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>

<b>Science Wacky Races (YA)</b> <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> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>	<b>Science Enchanted Wood (YB)</b> <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> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>
<b>Science Paws, claws and whiskers (YB)</b> <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> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>	<b>Science Great Fire (YB)</b> <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> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>

### Foundation Subjects Objectives

<b>History</b> <table border="1"> <tr> <th>Year A</th><th>Year B</th></tr> <tr> <td>Music through the Ages Victorians</td><td>Great Fire</td></tr> </table> <ul style="list-style-type: none"> <li>I understand when the period of history I am studying was.</li> <li>I can place people and events on a time line.</li> <li>I understand the concepts of continuity and change over time.</li> <li>I can ask historical questions.</li> <li>I can find out the answers to historical questions.</li> <li>I understand the different ways the past is represented.</li> <li>I can use sources from the past to show I know about key events.</li> </ul>	Year A	Year B	Music through the Ages Victorians	Great Fire	<b>Geography</b> <table border="1"> <tr> <th>Year A</th><th>Year B</th></tr> <tr> <td>Explorers</td><td>Planes, trains and automobiles</td></tr> </table> <ul style="list-style-type: none"> <li>I can locate places on the map.</li> <li>I understand about different places.</li> <li>I can compare different places around the World.</li> <li>I can ask geographical questions.</li> <li>I can answer geographical questions.</li> <li>I can use a wide range of geographical words in my work.</li> <li>I can share my knowledge in a number of ways.</li> </ul>	Year A	Year B	Explorers	Planes, trains and automobiles
Year A	Year B								
Music through the Ages Victorians	Great Fire								
Year A	Year B								
Explorers	Planes, trains and automobiles								

<ul style="list-style-type: none"> <li>• I can identify similarities and differences between periods in history.</li> <li>• I can describe significant people or events in history and why they were important.</li> <li>• I can suggest causes and consequences of some of the main events and changes in history</li> <li>• I can use words and phrases to show time:</li> <li>• I can use a wide range of historical words in my work.</li> </ul>		<ul style="list-style-type: none"> <li>• I can use a wide range geographical and fieldwork skills:- field sketching</li> <li>• Map skills - direction / location / using / drawing / scale</li> <li>• Measuring</li> <li>• Photography</li> <li>• Video / Audio recording</li> <li>• Questionnaire</li> </ul>	
<b>Art &amp; Design (KS1)</b> <ul style="list-style-type: none"> <li>□ Use a range of materials</li> <li>□ Use drawing, painting and sculpture</li> <li>□ Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>□ Learn about range of artists, craftsmen and designers</li> </ul>	<b>Design &amp; Technology (KS1)</b> <ul style="list-style-type: none"> <li>□ Design purposeful, functional &amp; appealing products</li> <li>□ Generate, model &amp; communicate ideas</li> <li>□ Use range of tools &amp; materials to complete practical tasks</li> <li>□ Evaluate existing products &amp; own ideas</li> <li>□ Build and improve structure &amp; mechanisms</li> <li>□ Understand where food comes from</li> </ul>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>□ Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>□ Participate in team games</li> <li>□ Perform dances using simple movement</li> <li>□ Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>□ Understand use of algorithms</li> <li>□ Write &amp; test simple programs</li> <li>□ Use logical reasoning to make predictions</li> <li>□ Organise, store, retrieve &amp; manipulate data</li> <li>□ Communicate online safely and respectfully</li> <li>□ Recognise uses of IT outside of school</li> </ul>
<b>Music</b> <ul style="list-style-type: none"> <li>□ Sing songs</li> <li>□ Play tuned &amp; untuned instruments musically</li> <li>□ Listen &amp; understand live and recorded music</li> <li>□ Make and combine sounds musically</li> </ul>	<b>Religious Education</b> <p>Continue to follow locally- agreed syllabus for RE</p>	<b>PSHE</b> <ul style="list-style-type: none"> <li>□ Keeping Safe &amp; Healthy</li> <li>□ Growing and Caring for Ourselves</li> <li>□ Beginning to Understand me and Others</li> <li>□ Knowing what to do</li> <li>□ Learning about Money</li> <li>□ Taking Part and Belonging</li> </ul>	