

Year 1 Curriculum – Key Performance Indicators

Maths	Reading	Writing
<p>Number and place value</p> <p>Counts to and across one hundred, forwards and backwards, beginning with zero or one, or from any given number.</p> <p>Counts, reads and writes numbers to one hundred in numerals; counts in multiples of twos, fives and tens.</p> <p>Given a number, identifies one more and one less.</p> <p>Addition and subtraction</p> <p>Represents and uses number bonds and related subtraction facts within 20</p> <p>Fractions (including decimals)</p> <p>Recognises, finds and names a half as one of two equal parts of an object, shape or quantity</p> <p>Measurement</p> <p>Compares, describes and solves practical problems for:</p> <ol style="list-style-type: none"> 1. lengths and heights; eg, long/short, longer/shorter, tall/short, double/half. 2. mass/weight; eg, heavy/light, heavier than, lighter than. 3. capacity and volume; eg, full/empty, more than, less than, half, half full, quarter. 4. time; eg, quicker, slower, earlier, later. 	<p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Reads accurately by blending sounds in unfamiliar words.</p> <p>Reads common exception words.</p> <p>Reads 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.</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ol style="list-style-type: none"> 1. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. 2. Becoming very familiar with key stories, fairy stories and traditional tales. <p>Understands both the books they can already read accurately and fluently and those they listen to by:</p> <ol style="list-style-type: none"> 1. Checking that the text makes sense to them as they read. 2. As they read, correcting inaccurate reading. 3. Discussing the significance of the title and events. 4. Predicting what might happen on the basis of what has been read so far. 	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Writes sentences by:</p> <ol style="list-style-type: none"> 1. Sequencing sentences to form short narratives. 2. Re-reading what has been written to check that it makes sense. <p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Names the letters of the alphabet in order.</p> <p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>

Maths	Reading	Writing
<p>Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times</p> <p>Properties of shape</p> <p>Recognises and names common 2-D and 3-D shapes, including:</p> <ol style="list-style-type: none">1. 2-D shapes; eg, rectangles (including squares), circles and triangles.2. 3-D shapes; eg, cuboids (including cubes), pyramids and spheres.		

Geography	History	Religious Education
<p>Children should be able to:</p> <ul style="list-style-type: none"> • Collect, analyse and use a range of data to deepen thinking and understand geographical processes • Use resources such as maps, diagrams, globes, aerial photos and Geographical Information Systems (GIS) to interpret geographical information • Communicate geographical information in a variety of ways including using maps and writing information in length 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Know and understand the history of the British Isles from the earliest times to the present day. How people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world • To understand terms such as empire, civilisation, parliament and peasantry • To link continuity and change, cause and effect, similarity, difference and significance and use them to make connections • To understand methods of historical enquiry including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed • Understand connections between local, regional, national and international history 	<p>Through a process of enquiry, children should be able to:</p> <ul style="list-style-type: none"> • Consider beliefs and sources • Explore comparisons and diversity • Develop language and expression • Develop reasoned responses • Consider questions and look for answers • Explore influences and impact

Art

Pupils should:

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