

# Year 1 - Maths

Year 1	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry		
						Properties of shape	Position and direction	
Autumn	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</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 equal to, more than, less than (fewer), most, least</p> <p>read and write numbers from 1 to 20 in numerals and words</p>	<p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>add and subtract one-digit</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p>	<p>count reliably in twos</p> <p>share objects equally by counting how many in each group</p>	<p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>	<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>- <b>lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</b></li> <li>- <b>time (quicker, slower, earlier, later)</b></li> </ul> <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>- <b>lengths and heights</b></li> <li>- <b>time (hours),</b></li> </ul> <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language such as: 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</p>	<p>Recognise and name common 2D shapes including squares and circles</p>		
	Spring	<p>count in multiples of twos, and tens</p>	<p>represent and use number bonds and related subtraction facts within 20</p>	<p>solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>- <b>mass or weight (e.g. heavy/ light, heavier than, lighter than)</b></li> </ul> <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>- <b>time (minutes)</b></li> <li>- <b>mass/weight</b></li> </ul> <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>recognise and name common 2-D shapes, including rectangles, squares, circles and triangles</p>	
		Summer	<p>count, read and write numbers to 100 in numerals;</p> <p>Count in multiples of five</p>	<p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>. (Repeat from Phase 1,2 – deeper)</p>	<p>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.</p>	<p>as phase 1 and 2 but deeper</p>	<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>- <b>capacity/volume (full/empty, more than, less than, quarter)</b></li> </ul> <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>- <b>capacity and volume</b></li> </ul>	<p>recognise and name 3-D shapes including cuboids, pyramids and spheres.</p>

# Year 1 – Reading

Year 1		READING						
		Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect
Autumn	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>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</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p>	<p>Check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</p> <p>Ask questions and express opinions about main events and characters in stories</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Recognise and join in with predictable phrases</p>	<p>Become very familiar with key stories, fairy stories and traditional tales</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss the significance of the title and events</p> <p>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</p>
	<p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>	<p>Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Can seek out books around a simple theme or topic</p>	<p>Recall the main points of a narrative in the correct sequence</p>		<p>Explain clearly their understanding of what is read to them</p>	<p>Make inferences on the basis of what is being said and done</p>	<p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</p>	<p>Retell key stories, fairy stories and traditional tales</p> <p>Understand the difference between fiction and non-fiction</p>
	<p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Discuss word meanings, linking new meanings to those already known</p>		<p>Find key points in a story or some key facts from an information text</p>	<p>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</p>		<p>Read aloud their own writing clearly enough to be heard by their peers and the teacher</p>	<p>Consider the particular characteristics of key stories, fairy stories and traditional tales</p>

# Year 1 – Writing

WRITING						
Year 1	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
<b>Autumn</b>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Use -ing and -ed, where no change is needed in the spelling of root words</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p>		<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a simple sentence starting with a noun/proper noun</p>	<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words using 'and'</p>
<b>Spring</b>	<p>Spell the days of the week</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>		<p>Re-read what they have written to check that it makes sense</p>		<p>Write a simple sentence with straight forward subject/ verb agreement</p>	<p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using 'and'</p> <p>Use a capital letter for days of the week</p>
<b>Summer</b>	<p>Can use the prefix un-</p> <p>Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher</p>		<p>Write reliably formed simple and compound sentences</p>	<p>Begin to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Write reliably formed simple and compound sentences</p>	<p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>