



Peel Hall Primary School

Year 1 Curriculum

## Writing

### End of Year 1 Writing Expectations:

- Name the letters of the alphabet in order
- Spell words containing each of the 40+ phonemes already taught, including making phonically plausible attempts at more complex words
- Spell Year 1 words correctly
- Spell common exception words
- Spell the days of the week
- Use letter names to show alternative spellings of the same phoneme
- Use the spelling rule for adding s or es for verbs in 3rd person singular
- Use the prefix 'un'
- Use 'ing' 'ed' 'er' and 'est' where no change is needed in the spelling of root words
- Form lower case letters in the correct direction, starting and finishing in the right place, going the right way round, correctly orientated.
- Have clear ascenders and descenders
- Form capital letters correctly
- Understand which letters belong to which handwriting 'families' and use these
- Compose a sentence/ideas orally before writing
- Use familiar plots for structuring opening, middle and end of stories
- Compose and sequence sentences to form short narratives
- Compose and sequence sentences to write short non fiction texts
- Re read sentences to make sure they make sense
- Discuss their writing with adults and peers
- Read their writing aloud
- Leave spaces between words
- Punctuate sentences using capital letters and full stops
- Punctuate sentences using question marks and exclamation marks
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Join words and sentences using 'and'
- Join words and sentences using 'but' and 'or'

**Writing Curriculum**

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Quality texts</b>	<p>The three little pigs</p> <p>Sorry I'm late</p> <p>Anna's multi-coloured glasses</p> <p>I fell out of bed</p> <p>I'm as quick as a cricket</p> <p>Poem – walking through the jungle</p>	<p>Over in the meadow</p> <p>Polar bear polar bear</p> <p>Do not open this book</p> <p>Stone soup</p> <p>Chicken Licken</p>	<p>The Great Explorer – Chris Judd</p> <p>Little Polar Bear Hans de Beer</p> <p>Living in the Attic- Fowler</p>	<p>The Pirates next door - Duddle</p> <p>Pirate House Swap – Lonstaff &amp; Chambers (landlubbers and pirates swap their homes!)</p> <p>Ten little Pirates – Brownlow &amp; Rickety</p> <p>The night pirates - Harris</p>	<p>One Giant leap – the story of Neil Armstong – Brown</p> <p>The aliens are coming - Mc Naughton</p> <p>How to catch a star – Oliver Jeffers</p> <p>The way back home - Oliver Jeffer</p> <p>Space Poems - Morgan</p>	<p>Wonderwise: My Body, Your Body: A book about human and animal bodies</p> <p>Jack and the beanstalk</p> <p>Jasper's beanstalk – Butterworth &amp; Inkpen</p> <p>Oliver's Vegetables – French</p> <p>Oliver's Fruit Salad – French</p> <p>Oliver's Milk Shake – French</p>
<b>Text Types</b>	<p>Stories with repetitive patterns</p> <p>Recount familiar events</p> <p>Innovation</p> <p>Poetry</p>	<p>Stories with repetitive patterns</p> <p>Innovation</p> <p>Recount of familiar events</p>	<p>Instructions</p> <p>Non chronological report</p>	<p>Recount of familiar events</p> <p>Recount letters</p> <p>Stories with repetitive structures or patterns.</p>	<p>Stories by the same author</p> <p>Non-fiction – instructions, recount, non-chronological report</p> <p>Poetry – poems on a theme</p>	<p>Stories by the same author</p> <p>Poetry – poems on a theme</p>

## Reading

### End of Year 1 Reading Expectations:

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix –un added
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs
- (grapheme, phoneme correspondence
- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

## Phonics

Phonics is recommended as the first strategy that children should be taught in helping them to learn to read. At Peel Hall we use the Letter and Sounds scheme. It runs alongside other teaching methods such as Guided Reading (See below) and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading

### **What is phonics?**

Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words

In phonics lessons children are taught three main things:

### **GPCs**

They are taught GPCs. This stands for **grapheme phoneme correspondences**. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are s, a, t, p.

### **Blending**

Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

### **Segmenting**

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

## How is phonics taught at Peel Hall?

Letters and Sounds aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

There are six overlapping phases in Letters and Sounds.

The table below is a summary based on the Letters and Sounds guidance for Practitioners and Teachers.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

## Maths

### End of Year 1 Maths Expectations:

- Count, read and write numbers to 100 in numerals and count in 1s from any given number to 100, forwards and backwards
- Write all numbers in words to twenty
- Count in multiples of 2s, 5s and 10s
- Say the number that is one more and one less for any number up to 100
- Know the signs + - =
- Recall all pairs of addition and subtraction facts to 20
- Add and subtract 1 digit and 2 digit numbers to 20, including zero (using concrete objects and pictorial representations)
- Solve a missing number problem such as  $5 = 9 - ?$
- Solve a one step problem involving addition and subtraction, using concrete objects and pictorial representations
- Solve a one step problem involving multiplication and division, using concrete objects, pictorial representations and arrays
- Recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity
- Recognise the value of different coins and notes
- Name the days of the week and the months of the year in order. Say one before and one after.
- Compare, describe and solve practical problems for length, mass, capacity and time
- Tell the time to 'O' clock and half past the hour and draw the hands on a clock face
- Recognise and name the 2D shapes: Circle, Triangle Square and rectangle
- Recognise and name the 3D shapes: Cube, sphere, pyramid and cuboid
- Describe position, direction and movement including whole, half, quarter and three quarter turns, clockwise and anti clockwise

Yearly overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement: money	Measurement: Time		Consolidation

See calculation policy for more information on how children carry out written calculations.

## Foundation subjects and Science

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Seasonal Changes	Materials	Plants	Materials	Animals and humans	Animals and Humans
Outdoor learning	Autumn walk	Looking at natural materials	Growing plants	Den making	Go on a bug hunt	Bird feeders– observe birds
RE	What do Christians believe in?	Christian stories	What is important to Christians?	Easter	The church	Christian celebrations.
PE	Dance	Games	Gymnastics	Dance	Games	Athletics
Spanish	Greetings		How Are You?		Introducing Yourself	
History	Changes within living memory		Events beyond living memory (global)		Significant historical events, people and places in their own locality	
Geography		Where do I live? Use simple fieldwork and observational skills to study geography of their school and its grounds		Hot and cold Places		
Art	Create a pattern	Draw using pencils and crayons.  Use different grades of pencil.	Create moods in painting.  Paint a picture of something they can see.	Weave with fabric and thread. Cut paper and card for collages. Cut, roll and coil materials.	Print with sponges, vegetables and fruit.  Design their own printing block.	Cut, roll and coil materials such as clay, dough or plasticine.
D and T	Textiles		Food		Mechanisms	
Music	Hey You! <i>Hip hop</i>	Rhythm in The Way We Walk and The Banana Rap <i>Reggae and Hip hop</i>	In The Groove <i>Exploring music styles</i>	Round Round <i>Latin</i>	Your Imagination <i>Film music</i>	Reflect, Rewind and Replay <i>Music Theory and revision</i>
Computing	Communication – Recognising different forms of communication (including E-safety)	Multimedia and word processing – basic word processing.	Digital media – Use video software to deliver information	Coding 1a– Moving objects	Coding 1b– simple inputs	Data – Use ICT to sort information

\*More details about the specific learning objectives can be found in the subject overviews