



MATHEMATICS

Number and Place Value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- 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
- read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Multiplication and Division

- 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.
- Fractions (including decimals and percentages)
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry - properties of space

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry - position and direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Reasoning and Problem Solving

- Use developing ideas and methods to solve practical problems.
- Talk about, recognize and recreate simple patterns.

READING

- Answer questions in discussion with the teacher and make simple inferences. (Comprehension)
- Apply phonic knowledge and skills as the route to decode words. (Word Reading)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. (Comprehension)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension)
- Explain clearly his/her understanding of what is read to him/her. (Comprehension)



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- Participate in discussion about what is read to him/her, taking turns and listening to what others say. (Comprehension)
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Word Reading)
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. (Word Reading)
- Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. (Word Reading)
- Read many common exception words from (English appendix 1). (Word Reading)
- Read other words of more than one syllable that contain taught GPCs. (Word Reading)
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. (Word Reading)
- Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). (Word Reading)
- Re-read phonically decodable books to build up fluency and confidence in word reading. (Word Reading)
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading)
- Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension)
- Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. (Word Reading)
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading. (Comprehension)
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. (Comprehension)
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher. (Comprehension)
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done. (Comprehension)
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. (Comprehension)

WRITING

- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. (Spelling)
- Add prefixes and suffixes using the prefix un-. (Spelling)
- Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. (Spelling)
- Apply simple spelling rules and guidance, as listed in (English Appendix). (Spelling)
- Begin to punctuate work using question marks and exclamation marks. (Vocabulary, Grammar and Punctuation)
- Compose and write sentences independently to convey ideas. (Composition)
- Discuss what he/she has written with the teacher or other pupils. (Composition)
- Form capital letters. (Handwriting)
- Form digits 0-9. (Handwriting)
- Form lower-case letters in the correct direction, starting and finishing in the right place. (Handwriting)
- Form most lower-case letters correctly. (Handwriting)
- Identify or write the 0+ graphemes in Standard of English language comprehension and reading on hearing the corresponding phonemes. (Spelling)
- Join words and clauses using and. (Vocabulary, Grammar and Punctuation)
- Name the letters of the alphabet in order. (Spelling)
- Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. (Spelling)
- Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. (Composition)
- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. (Spelling)
- Separate words with spaces. (Vocabulary, Grammar and Punctuation)
- Sit correctly at a table, holding a pencil comfortably and correctly. (Handwriting)
- Spell a few common exception words (e.g. I, the, he, said, of). (Spelling)
- Spell some common exception words. (Spelling)
- Spell the days of the week. (Spelling)
- Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash). (Spelling)
- Spell words containing each of the 0+ phonemes already taught. (Spelling)
- Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat. (Vocabulary, Grammar and Punctuation)



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- Understand how words can combine to make sentences. (Vocabulary, Grammar and Punctuation)
- Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark. (Vocabulary, Grammar and Punctuation)
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. (Handwriting)
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. (Vocabulary, Grammar and Punctuation)
- Use capital letters and full stops to demarcate sentences in some of his/her writing. (Vocabulary, Grammar and Punctuation)
- Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun. (Vocabulary, Grammar and Punctuation)
- Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. (Vocabulary, Grammar and Punctuation)
- Write down one of the sentences that he/she has rehearsed. (Composition)
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. (Spelling)
- Write sentences by re-reading what he/she has written to check that it makes sense. (Composition)
- Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher. (Composition)
- Write sentences, sequencing them to form short narratives (real or fictional). (Composition)

SPOKEN LANGUAGE

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
- Discuss the significance of the title and events.
- Recite some poems and rhymes by heart.
- Participate in discussion about what is read to him/her, taking turns and listening to what others say.
- Explain clearly his/her understanding of what is read to him/her.
- Say out loud what he/she is going to write about.
- Compose a sentence orally before writing it.
- Discuss what he/she has written with the teacher or other pupils.
- Read aloud his/her writing clearly enough to be heard by the group and the teacher.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Use the language of time (including telling the time throughout the day first using o'clock and then half past).
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
- Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.
- In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language).

SCIENCE

- Ask simple questions and recognise that they can be answered in different ways (Year 1 focus). (Working Scientifically)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Materials)
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Animals, including humans)
- Describe the simple physical properties of a variety of everyday materials. (Materials)
- Distinguish between an object and the material from which it is made. (Materials)
- Gather and record data to help in answering questions (Year 1 focus). (Working Scientifically)
- Group animals according to what they eat. (Animals, including humans)
- Identify and classify (Year 1 focus). (Working Scientifically)
- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Plants)
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Animals, including humans)
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Animals, including humans)
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Plants)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Materials)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is



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<p>associated with each sense. (Animals, including humans)</p> <ul style="list-style-type: none">Observe and describe weather associated with the seasons and how day length varies. (Seasonal changes)Observe changes across the four seasons. (Seasonal changes)Perform simple tests (Year 1 focus). (Working Scientifically)Use his/her observations and ideas to suggest answers to questions (Year 1 focus). (Working Scientifically)Use simple equipment to observe closely (Year 1 focus). (Working Scientifically)
<p style="text-align: center;">COMPUTING</p> <ul style="list-style-type: none">Predict the behaviour of simple programs. (Coding)Recognise common uses of information technology in the home and school environment. (Computers)Understand what algorithms are and how they are implemented on digital devices. (Coding)Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. (E-Safety)Use technology purposefully to create digital content. (Using Computer)
<p style="text-align: center;">HISTORY</p> <ul style="list-style-type: none">Ask and answer relevant basic questions about the past. (Historical enquiry)Describe some simple similarities and differences between artefacts. (Historical enquiry)Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)Place known events and objects in chronological order. (Chronological understanding)Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)Sequence events and recount changes within living memory. (Chronological understanding)Sort artefacts from 'then' and 'now'. (Historical enquiry)Talk, draw or write about aspects of the past. (Organisation and communication)Understand key features of events. (Understanding of events, people and changes)Use common words and phrases relating to the passing of time. (Chronological understanding)
<p style="text-align: center;">GEOGRAPHY</p> <ul style="list-style-type: none">Ask simple geographical questions e.g. What is it like to live in this place?. (Geographical skills and fieldwork)Describe seasonal weather changes. (Human and physical geography)Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge)Link their homes with other places in their local community. (Place knowledge)Make simple maps and plans e.g. pictorial place in a story. (Geographical skills and fieldwork)Name, describe and compare familiar places. (Place knowledge)Suggest ideas for improving the school environment. (Place knowledge)Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork)Use simple maps of the local area e.g. large scale, pictorial etc. (Geographical skills and fieldwork)Use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork)
<p style="text-align: center;">ART</p> <ul style="list-style-type: none">Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. (Techniques)Experiment with different materials to design and make products in two and three dimensions. (Learning)Explain what he/she likes about the work of others. (Learning)Explore mark-making using a variety of tools. (Techniques)Know the names of tools, techniques and elements that he/she uses. (Learning)Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)Make structures by joining simple objects together. (Techniques)Sort, cut and shape fabrics and experiment with ways of joining them. (Techniques)Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques)Use artwork to record ideas, observations and experiences. (Learning)
<p style="text-align: center;">DESIGN & TECHNOLOGY</p> <ul style="list-style-type: none">Ask simple questions about existing products and those that he/she has made. (Processes)Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)Create simple designs for a product. (Processes)Say where some food comes from and give examples of food that is grown. (Cooking and Nutrition)



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- Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes)
- Talk about what he/she eats at home and begin to discuss what healthy foods are. (Cooking and Nutrition)
- Use a range of simple tools to cut, join and combine materials and components safely. (Processes)
- Use pictures and words to describe what he/she wants to do. (Processes)
- Use simple tools with help to prepare food safely. (Cooking and Nutrition)
- Use wheels and axles in a product. (Processes)

MUSIC

- Listen to music with sustained concentration.
- Find the pulse whilst listening to music and using movement.
- Use the correct musical language to describe a piece of music.
- Recognise different instruments.
- Discuss feelings and emotions linked to different pieces of music.
- Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.
- Listen to, copy and repeat a simple rhythm or melody.
- Understand that pitch describes how high or low sounds are.
- Understand that tempo describes how fast or slow the music is.
- Understand that dynamics describe how loud or quiet the music is.
- Learn and perform chants, rhythms, raps and songs.
- Learn to follow the conductor or band leader.
- Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.

PE

- Begin to identify ways of stopping harmful germs. (Diet and hygiene)
- Begin to set realistic goals to achieve. (Healthy mind)
- Begin to understand how our body heals itself (bruising / scabs / etc). (Healthy bodies)
- Catch a bean bag. (Acquiring and developing skills)
- Describe and comment on performance. (Evaluating and improving performance)
- Establish sequences of actions and skills which have a clear beginning, middle and ending. (Applying skills and using tactics)
- Explain how to stay safe in the sun. (Diet and hygiene)
- Hold a balance whilst walking along a straight line. (Acquiring and developing skills)
- Hop on the spot using the same foot. (Acquiring and developing skills)
- Identify and name some large bones. (Healthy bodies)
- Identify that exercise is good for our minds. (Healthy mind)
- Identify the hazardous sign on bottles. (Diet and hygiene)
- Identify the importance of having friends. (Personal and social)
- Identify whether a target has been met. (Healthy mind)
- Jump for distance. (Acquiring and developing skills)
- Jump for height. (Acquiring and developing skills)
- Link skills and actions in different ways to suit different activities. (Applying skills and using tactics)
- Listen to advice. (Personal and social)
- Recognise basic emotions in themselves and why these may happen. (Healthy mind)
- Share a view or opinion. (Personal and social)
- Throw a small ball underarm, using the correct technique. (Acquiring and developing skills)
- Understand that a doctor can help make them feel better. (Diet and hygiene)
- Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow. (Diet and hygiene)
- Understand the importance of family. (Personal and social)
- Understand the term 'determination'. (Healthy mind)
- Understand why the brain, heart and lungs are important body parts. (Healthy bodies)
- Zig zag through a series of markers spaced evenly, about 2m apart. (Acquiring and developing skills)