



Understanding the Year 1 Curriculum A Guide For Parents

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Introduction

This guide is intended to help parents understand what will be taught to their child during this school year. Obviously it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you support your children in making the most of their education.

The school curriculum in England

Schools must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that the school plans for its pupils.

The National Curriculum

The National Curriculum forms only one part of the school curriculum. The aim of the National Curriculum is to introduce pupils to the essential knowledge that they need to be educated citizens.

A new primary curriculum was introduced in September 2014 for Years 1/ 3/4/5 and 2015 for Years 2/6. Much of the curriculum remains the same, with similar content, but there are some changes.

English, Maths and Science remain very important and are considered **core subjects**. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's weekly learning time. Alongside these are the **foundation subjects**: Art, Computing, Design & Technology, French (Year 3 upwards), Geography, History, Music, and Physical Education, which are taught through our Creative Curriculum. As an Academy we are not required to follow the National Curriculum but must ensure our curriculum includes English, maths and science.

The content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling and less emphasis on the creative aspects.

How will we know how well your child is doing?

The DfE announced that there would no longer be National Curriculum levels and that schools would have to set up their own way of assessing pupils. At New Chapter we have a half termly formal assessment cycle, whereby children are tested on the work they have been taught over that 6 – 8 week period of time. Teacher assessment is also used and this is based on independent work produced throughout the half term, these are part of our normal classroom routine. The aim is for all children to be secure in that year's National Curriculum by the end of the year.

At New Chapter we will be using the following key on our reports to show children's current attainment.

M = Mastery	Working at a greater depth of understanding
S = Secure	Working at the end of year expectations for this year group
D = Developing	Yet to be working at the end of year expectations for this year group
E = Emerging	Currently unable to access the end of year expectations

Under the old levels system children who were exceeding might have moved into the next level. The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They are calling this phase of learning Mastery.

Only exceptional children will move into working towards the end of year expectations from the year above. Similarly, children who are likely to be emerging at the end of the year may work towards the expectations from the year below.

The 'SATs', the externally set and marked National Curriculum Tests, are still compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The test results will be reported to schools and parents at the end of the year.

Outline of the core subjects

Mathematics in Year 1

Number and Place Value - Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding. Counting, both forwards and backwards, from any number, including past 100 - Read and write numbers up to 100 as digits - Count in 2s, 5s and 10s - Find 'one more' or 'one less' than a number - Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

Fractions - Understand $\frac{1}{4}$ and $\frac{1}{2}$ to explain parts of an object or number of objects

Measurements - Use practical apparatus to explore different lengths, weights and volumes - Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured - Recognise the different coins and notes of British currency - Use language of time, such as 'yesterday', 'before', days of the week and months of the year - Tell the time to the hour and half-hour, including drawing clock faces

Calculations - Use the +, − and = symbols to write and understand simple number calculations - Add and subtract one- and two-digit numbers, up to 20 - Solve missing number problems, such as $10 - ? = 6$ - Begin to use simple multiplication by organising and counting objects

Shape - Recognise and name some common 2-d shapes, such as squares, rectangles and triangles - Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres - Describe movements, including quarter turns

English in Year 1

Speaking and Listening - The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses will include: Listen and respond to adults and other children - Ask questions to extend their understanding - Learn new vocabulary related to topics or daily life

Phonics and Reading Skills - During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. We follow a programme of phonics teaching, based on Read, Write, Inc. Phonics is the relationship between printed letters and the sounds they make. Children will continue to build on their knowledge from EYFS i.e. most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Learn the 40+ main speech sounds in English and the letters that represent them - Blend sounds together to form words - Read aloud when reading books that contain familiar letter sound patterns - Listen to, and talk about a range of stories, poems and non-fiction texts - Learn about popular fairy tales and folk stories, and retell the stories - Join in with repeated phrases in familiar books - Make predictions about what might happen next in a book - Explain clearly what has happened in a book they've read or listened to.

Writing Skills - Hold a pen or pencil in the correct and comfortable way - Name the letters of the alphabet in order - Write lower-case letters starting and ending in the right place - Write capital letters, and the digits 0 to 9 - Spell simple words containing the main sounds they've learned in reading - Spell the days of the week - Learn to write words with common endings, such as -ed, -ing, -er and -est - Plan out sentences aloud before writing them - Write simple sentences, and those using joining words such as 'and' - Begin to use full stops and capital letters for sentences - Combine some sentences to make short descriptions or stories

Science in Year 1

In the first years of schooling, much of the science curriculum is based around real-life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

Scientific Investigation - Children are encouraged to carry out their own observations and experiments to further their scientific understanding. In Year 1 this may include learning to: Ask scientific questions - Carry out simple tests, and make observations - Collect information to answer questions - Group together objects according to their properties or behaviours

Plants and Animals - Name a selection of common plants, including deciduous and evergreen trees - Name the main parts of plants and trees, such as roots, stems, trunks and leaves - Name a variety of common animals, including mammals, fish, birds, reptiles and amphibians - Name some common animals which are carnivores, herbivores and omnivores - Name the main parts of the human body, including those related to the five senses - Herbivores: animals which feed only on plants, e.g. rabbits - Carnivores: animals which feed on other animals, e.g. eagles - Omnivores: animals which eat both plants and animals, e.g. humans - Deciduous trees are those which lose their leaves in autumn, whereas evergreen trees – as the name implies – are those which retain their green colour all year round.

Everyday Materials - Recognise that objects are made of materials - Name some everyday materials such as wood, metal, glass and plastic - Describe some of the properties of materials, e.g. that wood is hard - Group together items based on the materials they're made from or their properties, for example by grouping heavy objects or shiny objects.

Seasonal Change - Observe changes across the four seasons - Observe and describe how the day, weather and plants can change with the seasons.