



# Nevill Road Infant School

## YEAR 1 Curriculum



Reading Subject Content	
ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables</li> <li>• read most words containing common suffixes*</li> <li>• read most common exception words.</li> </ul> <p><b><u>In age-appropriate books, the pupil can:</u></b></p> <ul style="list-style-type: none"> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p><b><u>In a book that they can already read fluently, the pupil can:</u></b></p> <ul style="list-style-type: none"> <li>• check it makes sense to them, correcting any inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read.</li> </ul>	<p>Guided reading sessions daily</p> <p>Phonic sessions daily</p> <p>Access to age-appropriate books at school and home.</p> <p>Access to phonic- appropriate books at school and home.</p> <p>Lowest 5% daily reading</p> <p>PP/SEN- daily reading</p>
BREADTH OF STUDY	YEAR 1
<b>Word Reading</b>	<p>Can I apply phonic knowledge and skills as the route to decode words?</p> <p>Can I respond 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>Can I read accurately by blending sounds in unfamiliar words containing GPCs that have been taught?</p> <p>Can I read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word?</p> <p>Can I read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings?</p> <p>Can I read other words of more than one syllable that contain taught GPCs?</p> <p>Can I read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)?</p> <p>Can I read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words?</p> <p>Can I re-read these books to build up fluency and confidence in word reading?</p>
<b>Pleasure for Reading</b>	<p><b><u>Can I develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></b></p> <p>Can I listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently?</p> <p>Can I link what I read or hear to my own experiences?</p> <p>Can I become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics?</p> <p>Can I recognise and join in with predictable phrases?</p> <p>Can I learn to appreciate rhymes and poems, and to recite some by heart?</p> <p>Can I discuss word meanings, linking new meanings to those already known?</p>



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<b>Comprehension</b>	<b>Can I understand both the books I can already read accurately and fluently and those I listen to by: --</b> Can I draw on what I already know or on background information and vocabulary provided by the teacher? Can I check that the text makes sense as I read and correcting inaccurate reading? Can I discuss the significance of the title and events? Can I make inferences on the basis of what is being said and done? Can I predict what might happen on the basis of what has been read so far? Can I participate in discussion about what is being read, taking turns and listening to what others say? Can I explain clearly my understanding of what is being read?
	<b>Speech &amp; Language</b> Can I listen and respond appropriately to adults and my peers? Can I ask relevant questions to extend understanding and knowledge?
<b>KEY END-POINT READING ASSESSMENT</b>	
<b>YEAR 1</b>	
Can I read aloud books consistent with phonics knowledge- accurately, confidently and fluently?	
Can I apply phonic knowledge and skills including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately?	
Can I recognise and read words; with –s, -es, -ing, -ed, -er, and –est endings; and words of more than one syllable containing taught GPCs?	
Can I recognise and read words with contractions, and demonstrates understanding of the apostrophe?	
Can I show I see reading as a pleasurable activity?	
Can I check that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies?	
Can I show I have learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear?	
Can I demonstrate an understanding of poetry, stories, and non-fiction that has been read and listened to, through discussion of key ideas and information?	
Can I use recurring literary language when joining in with stories and poetry, showing understanding of the meaning of words through discussion and making links to those already known?	
Can I recognise sequences of events in simple texts?	



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Can I demonstrate increasing familiarity with and can I retell, a range of stories, fairy stories, and traditional tales?

Can I recognise that non-fiction books can be structured in different ways?

Can I make simple predictions on what might happen next, based on what has been read so far?

### National Curriculum Phonics Content

#### YEAR 1

##### ESSENTIAL OBJECTIVES

- To read easily, fluently and with good decoding skills.
- To acquire an understanding of decoding for reading and writing.
- To develop the habit of reading widely and often, for both pleasure and information.
- To read accurately and coherently.

##### ESSENTIAL OPPORTUNITIES

- To participate in daily phonics lessons.
- To receive two decodable reading books every week to read at home.
- To participate in daily guided reading.
- To be able to practise and consolidate decoding skills on a cross curricular basis.

### KEY END-POINT PHONICS ASSESSMENT

#### YEAR 1

Can I apply phonic knowledge and skills as the route to decode words?

Can I respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes?

Can I read accurately by blending sounds in unfamiliar words containing GPCs that have been taught?

Can I read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word?

Can I read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings?



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Can I read other words of more than one syllable that contain taught GPCs?

Can I read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)?

Can I read aloud accurately books that are consistent with their developing phonic knowledge and that do not require me to use other strategies to work out words?

Can I re-read these books to build up my fluency and confidence in word reading?

Writing Subject Content	
YEAR 1	
ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES (Both Stages)
<p>To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</p> <p>To appreciate our rich and varied literary heritage</p> <p>To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</p>	<p>Inspirational literacy texts and units</p> <p>WOW moments</p> <p>Theme weeks</p> <p>Drama</p> <p>Talk for Writing</p> <p>Cross-curricular activities</p> <p>Author visits</p> <p>Competitions</p> <p>Shared writing</p> <p>Guided and independent Writing</p> <p>Creative writing opportunities</p> <p>Different genres – poetry, non-fiction, fiction, narrative</p> <p>Intervention groups / opportunities for PP children</p>
BREADTH OF STUDY	YEAR 1
<b>Transcription skills</b>	<p>Can I spell: words containing each of the 40+ phonemes already taught / common exception words / the days of the week?</p> <p>Can I name the letters of the alphabet: naming the letters of the alphabet in order / using letter names to distinguish between alternative spellings of the same sound?</p> <p>Can I 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 / using the prefix un- / using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]?</p>



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	Can I apply simple spelling rules and guidance, as listed in English Appendix 1? Can I write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far?
<b>Handwriting</b>	Can I sit correctly at a table, holding a pencil comfortably and correctly? Can I begin to form lower-case letters in the correct direction, starting and finishing in the right place? Can I form capital letters? Can I form digits 0-9? Can I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these?
<b>Composition</b>	Can I write sentences by: saying out loud what I am going to write about / composing a sentence orally before writing it / sequencing sentences to form short narratives / re-reading what I have written to check that it makes sense? Can I discuss what I have written with the teacher or other pupils? Can I read aloud my writing clearly enough to be heard by my peers and the teacher?
<b>Grammar and Punctuation</b>	Can I develop my understanding of the concepts set out in English Appendix 2 by: leaving spaces between words / joining words and joining clauses using and / beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark / using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' / learning the grammar for year 1 in English Appendix 2?
<b>Spoken Language</b>	Can I listen and respond appropriately to adults and their peers? Can I ask relevant questions to extend their understanding and knowledge?

### KEY END-POINT WRITING ASSESSMENT

#### YEAR 1

Can I show some features of the given text type when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry, but may not always maintain form?

Can I form sentences that are sequenced to form short narratives?

Can I use simple coordination such as 'and' to join clauses?

Can I use capital letters, full stops, question marks or exclamation marks to demarcate most sentences with different functions?

Can I use capital letters for some proper nouns and for the personal pronoun 'I'?

Most words containing previously taught phonemes GPCs, common exception words are spelt accurately. There is increasingly accurate use of the prefix; un; and suffixes when adding -ing -ed -er and -est where no change is needed in the spelling of the root word.

Can I form and orientate lower case letters formed accurately, starting and finishing in the correct place?



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Can I form and orientate capital letters and digits 0-9 accurately?

Can I write with some consistency in the size and spacing of digits and letters throughout the writing?

Can I space words mostly appropriately?

Can I check my writing to ensure it makes sense?

Maths Subject Content	
YEAR 1	
KEY STAGE 1	
ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES
<ul style="list-style-type: none"> <li>To develop confidence and mental fluency with whole numbers, counting and place value.</li> <li>To develop the ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary.</li> <li>To know the number bonds to 20 and be precise in using and understanding place value.</li> <li>To read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at KS1.</li> </ul>	<ul style="list-style-type: none"> <li>To work with numbers, words and the four operations, including practical resources.</li> <li>To use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.</li> <li>To develop fluency and conceptual understanding through varied and frequent practice with increasingly complex problems over time.</li> <li>To reason mathematically by following a line of enquiry, conjecturing relationships, generalisations and developing an argument using mathematical vocabulary.</li> <li>To solve problems with increasing sophistication, including breaking down problems into smaller steps and persevering when seeking solutions.</li> </ul>
BREADTH OF STUDY	YEAR 1
<b>Number and Place Value</b>	Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number? Can I count, read and write numbers to 100 in numerals? Can I count in multiples of twos, fives and tens? Can I identify one more and one less than a given number to 100? Can I 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?



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	Can I read and write numbers from 1 to 20 in numerals and words?
<b>Number – Addition and Subtraction</b>	<p>Can I read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs?</p> <p>Can I represent and use number bonds and related subtraction facts within 20?</p> <p>Can I add and subtract one-digit and two-digit numbers to 20, including zero?</p> <p>Can I 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>
<b>Number – Multiplication and Division</b>	Can I 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?
<b>Number – Fractions</b>	<p>Can I recognise, find and name a half as one of two equal parts of an object, shape or quantity?</p> <p>Can I recognise, find and name a quarter as one of four equal parts of an object, shape or quantity?</p>
<b>Measurement</b>	<p>Can I compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]?</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]?</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]?</li> <li>time [for example, quicker, slower, earlier, later]?</li> </ul> <p>Can I measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>lengths and heights?</li> <li>mass/weight?</li> <li>capacity and volume?</li> <li>time (hours, minutes, seconds)?</li> </ul> <p>Can I recognise and know the value of different denominations of coins and notes?</p> <p>Can I sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]?</p> <p>Can I recognise and use language relating to dates, including days of the week, weeks, months and years?</p> <p>Can I tell the time to the hour and half past the hour and draw the hands on a clock face to show these times?</p>
<b>Geometry – Properties of Shapes</b>	<p>Can I recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>2-D shapes [for example, rectangles (including squares), circles and triangles]?</li> <li>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]?</li> </ul>
<b>Geometry – Position and Direction</b>	Can I describe position, direction and movement, including whole, half, quarter and three-quarter turns?
<b>Statistics</b>	



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### KEY END-POINT MATHS ASSESSMENT

#### YEAR 1

<b>Number and Place Value</b>	Can I count reliably to 100? Can I count on and back in 1s, 2s, 5s, and 10s from any given number to 100? Can I write all numbers in words to 20? Can I say the number that is one more or one less than a number to 100?
<b>Number – Addition and Subtraction</b>	Can I add and subtract 1-digit and 2-digit numbers to 20, including zero? Can I read and write the signs +, - and =? Can I solve a missing number problem, such as: $5 = 8 - \text{?}$ ? Can I solve a one-step problem involving an addition and subtraction, using concrete objects, pictorial representations and arrays? Can I recall all pairs of addition and subtraction number bonds to 20?
<b>Number – Multiplication and Division</b>	Can I solve a one-step problem involving a multiplication and division, using concrete objects, pictorial representations and arrays?
<b>Number – Fractions</b>	Can I identify half and a quarter of a number or shape, and know that all parts must be equal parts of a whole?
<b>Measurement</b>	Can I recognise all coins: £1; 50p; 20p; 10p; 5p; 2p and 1p? Can I name the days of the week and months of the year? Can I tell the time to 'o'clock' and half past the hour? Can I compare a range of measures, including length, mass/weight, time and capacity? Can I sequence events in chronological order?
<b>Geometry – Properties of Shapes</b>	Can I recognise and name the 2D shapes: circle; triangle; square and rectangle and 3D shapes: cube; sphere; cuboid; pyramid?
<b>Geometry – Position and Direction</b>	Can I describe position, direction and movement, including whole, half, quarter and three-quarter turns?
<b>Statistics</b>	X

#### Science Subject Content





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YEAR 1	
ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES
<p>To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.</p> <p>To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>To be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p>	<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>To be asking simple questions and recognising that they can be answered in different ways</li> <li>To be observing closely, using simple equipment</li> <li>To be performing simple tests</li> <li>To be identifying and classifying</li> <li>To be using their observations and ideas to suggest answers to questions</li> <li>To be gathering and recording data to help in answering questions.</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>To identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b><u>Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>To distinguish between an object and the material from which it is made</li> <li>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>To describe the simple physical properties of a variety of everyday materials</li> <li>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>To observe changes across the four seasons</li> <li>To observe and describe weather associated with the seasons and how day length varies.</li> </ul>
BREADTH OF STUDY	YEAR 1



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<b>Animals including humans</b>	Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)? Can I identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense?
<b>Everyday materials</b>	Can I describe the simple physical properties of a variety of everyday materials?
<b>Plants</b>	Can I identify and describe the basic structure of a variety of common flowering plants, including trees?
<b>Seasonal Changes</b>	Can I observe and describe weather associated with the seasons and how day length varies?
<b>Working scientifically</b>	Can I ask simple questions and recognise that they can be answered in different ways?
<b>KEY END-POINT SCIENCE ASSESSMENT</b>	
<b>YEAR 1</b>	
<b>Animals including humans</b>	Can I describe and compare the structure of a variety of common animals including humans?
<b>Everyday materials</b>	Can I describe the simple physical properties of a variety of everyday materials?
<b>Plants</b>	Can I identify and describe the basic structure of a variety of common flowering plants, including trees?
<b>Seasonal Changes</b>	Can I observe and describe weather associated with the seasons and how day length varies?
<b>Working scientifically</b>	Can I ask simple questions and recognise that they can be answered in different ways?

<b>National Curriculum Computing Content</b>	
<b>YEAR 1</b>	
<b>ESSENTIAL OBJECTIVES</b>	<b>ESSENTIAL OPPORTUNITIES</b>



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- To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- To be responsible, competent, confident and creative users of information and communication technology.

- To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- To create and debug simple programs.
- To use logical reasoning to predict the behaviour of simple programs
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- To recognise common uses of information technology beyond school.
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**BREADTH OF  
STUDY  
NCCE SCHEME**

**YEAR 1**

**Informational  
Technology**

**Digital Writing  
Digital Painting  
Grouping Data**

**Digital Painting:**

Can I describe what different freehand tools do?

Can I use the shape tool and the line tools and explain why I chose the tools I used?

Can I make careful choices when painting a digital picture?

Can I use a computer on my own to paint a picture and compare painting a picture on a computer and on paper?

**Digital Writing:**

Can I add and remove text on a computer?

Can I identify that the look of text can be changed on a computer?

Can I make careful choices when changing text?

Can I explain why I used the tools that I chose?

Can I compare typing on a computer to writing on paper?

Can I use a computer to write sentences about Plants?

**Grouping Data – Maths Link:**

Can I label objects?

Can I identify that objects can be counted?

Can I describe objects in different ways?

Can I count objects with the same properties?

Can I compare groups of objects and answer questions about groups of objects?



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### Computer Science

#### Programming

#### Moving a Robot Introduction to animation

#### Programming A – Moving a Robot:

- Can I explain what a given command will do?
- Can I act out a given word?
- Can I combine forwards and backwards commands to make a sequence?
- Can I combine four direction commands to make sequences?
- Can I find more than one solution to a problem?
- Can I plan a simple program and find more than one solution to a problem when using Beebots.

#### Programming B – Introduction to animation:

- Can I choose a command for a given purpose?
- Can I show that a series of commands can be joined together?
- Can I identify the effect of changing a value?
- Can I explain that each sprite has its own instructions?
- Can I design the parts of a project in Scratch?
- Can I use my algorithm to create a program?
- Can I make a sprite create a simple 2D shape by giving it the correct Scratch instructions?

### Digital Literacy Online Safety

#### Technology Around us

#### Technology around Us:

- Can I use a mouse in different ways?
- Can I use a keyboard to type on a computer?
- Can I use the keyboard to edit text?
- Can I create rules for using technology responsibly?
- Can I identify technology and explain what it is?
- Can I identify a computer and its main parts?

#### Online Safety:

- Can I explain what personal information is?
- Can I identify what might make someone a trustworthy person?
- Can I think about someone's character to help make an informed judgement about them?
- Can I use an informed judgement to decide if someone is trustworthy or not?
- Can I demonstrate my knowledge of e-safety?
- Can I explain what the 'uh-oh' feeling means when online and how I should deal with it.

### KEY END-POINT COMPUTING ASSESSMENT

### YEAR 1



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<b>Informational Technology</b>	Can I use a computer on my own to paint a picture and compare painting a picture on a computer and on paper? Can I use a computer to write sentences about plants? Can I compare groups of objects and answer questions about groups of objects?
<b>Computer Science Programming</b>	Can I plan a simple program and find more than one solution to a problem when using Beebots? Can I make a sprite create a simple 2D shape by giving it the correct Scratch instructions?
<b>Digital Literacy Online Safety</b>	Can I identify technology and explain what it is? Can I identify a computer and its main parts? Can I explain what the 'uh-oh' feeling means when online and how I should deal with it?

National Curriculum History Content	
YEAR 1	
ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES
<ul style="list-style-type: none"> <li>To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> <li>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</li> <li>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</li> <li>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military,</li> </ul>	<ul style="list-style-type: none"> <li>To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</li> <li>To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> <li>To learn about significant historical events, people and places in their own locality.</li> </ul>



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political, religious and social history; and between short- and long-term timescales	
BREADTH OF STUDY	YEAR 1
<b>Chronological understanding</b>	Can I order some events I have learnt about from furthest away to most recent with increasing accuracy? Can I tell you what a timeline is? Can I begin to make comparisons between areas of study?
<b>Understanding of Historical objects</b>	Can I ask and answer questions about old and new objects?
<b>Historical interpretation</b>	Can I explain changes in living memory (e.g. how we play, holidays, food, clothes, technology, schools)?
<b>Understanding of Historical people and/or events</b>	Can I recount the life of someone famous from Britain who lived in the past?

KEY END-POINT HISTORY ASSESSMENT	
YEAR 1	
<b>Chronological understanding</b>	Can I order some events I have learnt about from furthest away to most recent with increasing accuracy?
<b>Understanding of Historical objects</b>	Can I ask and answer questions about old and new objects?
<b>Historical interpretation</b>	Can I explain changes in living memory (e.g. how we play, holidays, food, clothes, technology, schools)?
<b>Understanding of Historical people and/or events</b>	Can I recount the life of someone famous from Britain who lived in the past?



# Nevill Road Infant School

## YEAR 1 Curriculum



### National Curriculum Geography Content

#### YEAR 1

#### ESSENTIAL OBJECTIVES

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

#### To be competent in the geographical skills needed to:

- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

#### ESSENTIAL OPPORTUNITIES

##### Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

##### Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

##### Human and physical geography

- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- To use basic geographical vocabulary to refer to:  
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- To key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

##### Geographical skills and fieldwork

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.





# Nevill Road Infant School

## YEAR 1 Curriculum



BREADTH OF STUDY	
YEAR 1	
<b>Locational knowledge</b>	Can I name the continents of the world and locate them on a map? Can I name the world oceans and locate them on a map? Can I name the four countries in the United Kingdom and locate them on a map? Can I name the capital cities of England, Wales, Scotland and Ireland? Can I name some of the main towns and cities in the United Kingdom? Can I find where I live on a map of the United Kingdom? Can I explain where I live and tell someone my address?
<b>Human and Physical Features</b>	Can I explain how the weather changes throughout the year and name the seasons? Can I keep a weather chart and answer questions about the weather? Can I name the human features of a place from a picture using words like city, town, village, factory, farm, house, office, port, harbour, shop?
<b>Geographical skills and fieldwork</b>	Can I use aerial photographs and plan perspectives to recognise human and physical features? Can I use maps, atlases and globes to locate and identify the world's seven continents and five oceans?
KEY END-POINT GEOGRAPHY ASSESSMENT	
YEAR 1	
<b>Locational knowledge</b>	Can I name the continents of the world and locate them on a map? Can I name the world oceans and locate them on a map? Can I name the capital cities of England, Wales, Scotland and Ireland?
<b>Human and Physical Features</b>	Can I explain how the weather changes throughout the year and name the seasons?
<b>Geographical skills and fieldwork</b>	Can I use maps, atlases and globes to locate and identify the world's seven continents and five oceans?

National Curriculum Art Content	
YEAR 1	
ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES





# Nevill Road Infant School

## YEAR 1 Curriculum



- To produce creative work, exploring ideas and recording experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate and analyse creative works.
- To know about great artists, craft makers and designers and understand the historical and cultural development.

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

BREADTH OF STUDY	YEAR 1
<b>DRAWING</b>	Can I explore the use of line, shape and colour? Can I record and explore ideas from first hand observation, experience and imagination? Can I use a variety of tools incl. pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media? Can I layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint? Can I draw from the figure and real objects, including single and grouped objects? Can I experiment with the visual elements; line, shape, pattern and colour?
<b>PAINTING</b>	Can I mix secondary colours using different types of paint? Can I use a variety of tools and techniques including the use of different brush sizes and types? Can I mix and match primary colours to artefacts and objects? Can I create different textures e.g. use of sawdust? Can I mix a range of secondary colours? Can I experiment with tools and techniques incl. layering etc.? Can I name different types of paint and their properties Can I work on different scales e.g. large brush on large paper etc.? Can I mix and match colours using artefacts and objects?
<b>PRINTING</b>	Can I make rubbings? Can I make marks in print with a variety of objects including natural and made objects? Can I carry out different printing techniques e.g. mono print, block, relief and resist printing? Can I build a repeating pattern and recognise pattern in the environment? Can I use a variety of techniques incl. carbon printing, relief, press and fabric printing and rubbings? Can I design patterns of increasing complexity and repetition? Can I print using a variety of materials, objects and techniques?
<b>TEXTILES</b>	X
<b>SCULPTURE</b>	Can I manipulate clay in a variety of ways e.g. rolling, kneading, and shaping? Can I experiment with, construct and join recycled, natural and man-made materials? Can I explore shape and form?



# Nevill Road Infant School

## YEAR 1 Curriculum



### UNDERSTANDING OF ART

Can I record ideas from first hand observation, experience and imagination?  
Can I answer questions about the starting points for my work and the processes I have used?  
Can I develop my own ideas?  
Can I explore the differences and similarities within the work of artists in different times and cultures?  
Can I identify what I might change in my current work?  
Can I annotate work in sketchbook?  
**Artists:**  
Vincent Van Gogh  
Henri Matisse  
LS Lowry

### KEY END-POINT Art ASSESSMENT

#### YEAR 1

<b>DRAWING</b>	Can I begin to explore the use of line, shape and colour?
<b>PAINTING</b>	Can I mix secondary colours using different types of paint?
<b>PRINTING</b>	Can I make rubbings? Can I use a variety of techniques incl. carbon printing, relief, press and fabric printing and rubbings?
<b>TEXTILES</b>	X
<b>SCULPTURE</b>	Can I manipulate clay in a variety of ways e.g. rolling, kneading, and shaping?
<b>UNDERSTANDING OF ART</b>	Can I record ideas from first hand observation, experience and imagination?

### National Curriculum Design Technology Content

#### YEAR 1

#### ESSENTIAL OBJECTIVES

#### ESSENTIAL OPPORTUNITIES



# Nevill Road Infant School

## YEAR 1 Curriculum



- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a range of tools and equipment to perform practical tasks.
- Explore and evaluate a range of existing products.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Use the basic principles of a healthy and varied diet to prepare dishes.

- To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.
- To evaluate their ideas and products against design criteria.
- To explore and use mechanisms (levers, sliders, wheels and axles) in their products.
- Understand where food comes from.

BREADTH OF STUDY	YEAR 1
<b>Design Make Evaluate Technical knowledge</b>	<p><b>MECHANISMS: SLIDERS AND LEVERS:</b>            Can I explore and use sliders and levers?            Can I understand that mechanisms produce different types of movement?            Can I show knowledge and use of technical vocabulary relevant to the project?            Can I plan by suggesting what to do next?            Can I select and use tools suitable for the task, explaining my choices, to cut, shape and join paper and card?            Can I use simple finishing techniques suitable for the product I am creating?            Can I explore a range of existing books and everyday products that use simple sliders and levers?            Can I evaluate my product by discussing how well it works in relation to the purpose and user and whether it meets design criteria?</p> <p><b>STRUCTURES: FREESTANDING STRUCTURES</b>            Can I explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings?            Can I generate ideas based on simple design criteria and my own experiences, explaining what I can make?            Can I develop, model and communicate my ideas through talking, mock-ups and drawings?            Can I select new and reclaimed materials and construction kits to build my structures?            Can I use simple finishing techniques for the structure I am creating?            Can I plan by suggesting what to do next?            Can I show I know how to make freestanding structures stronger, stiffer and more stable?            Can I show knowledge and use of technical vocabulary relevant to the project?</p>
<b>Cooking &amp; Nutrition</b>	<p><b>FOOD: PREPARING FRUIT AND VEGETABLES</b>            Can I design appealing products for a particular user based on simple design criteria?            Can I generate initial ideas and design criteria through investigating a variety of fruit and vegetables?            Can I communicate these ideas through talk and drawings?            Can I taste and evaluate a range of fruit and vegetables to determine the intended user's preferences?            Can I evaluate ideas and finished products against design criteria, including intended user and purpose?            Can I understand where a range of fruit and vegetables come from e.g. farmed or grown at home?</p>



# Nevill Road Infant School

## YEAR 1 Curriculum



	Can I understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Plate? Can I show knowledge and use of technical and sensory vocabulary relevant to the project?
<b>KEY END-POINT Design Technology ASSESSMENT</b>	
<b>YEAR 1</b>	
<b>Design</b>	Can I generate ideas based on simple design criteria and my own experiences, explaining what I Can make?
<b>Make</b>	Can I develop, model and communicate my ideas through drawing and mock-ups with card and paper?
<b>Evaluate</b>	Can I evaluate my product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria?
<b>Technical knowledge</b>	Can I select and use tools, skills and techniques suitable for the task, explaining my choices?
<b>Cooking &amp; Nutrition</b>	Can I use simple utensils and equipment e.g. peel, cut, slice, squeeze, grate and chop safely?

<b>National Curriculum PE Content</b>	
<b>YEAR 1</b>	
<b>ESSENTIAL OBJECTIVES</b>	<b>ESSENTIAL OPPORTUNITIES</b>
<ul style="list-style-type: none"> <li>To develop competence to excel in a broad range of physical activities.</li> <li>To be physically active for sustained periods of time.</li> <li>To engage in competitive sports and activities.</li> <li>To lead healthy, active lives.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending.</li> <li>To master basic movements including running, jumping, throwing and catching.</li> <li>To develop balance, agility and coordination, and begin to apply these in a range of activities.</li> <li>To perform dances using simple movement patterns.</li> </ul>
<b>BREADTH OF STUDY</b>	<b>YEAR 1</b>



# Nevill Road Infant School

## YEAR 1 Curriculum



<b>Athletics</b>	Can I run at different speeds? Can I jump from a standing position? Can I begin to throw an object with one hand?
<b>Ball Skills</b>	Can I stop a ball when walking? Can I kick a ball in the direction of someone else? Can I walk with the ball keeping the ball close to my feet? Can I kick a ball in the direction of the goal? Can I throw a ball in the direction of a target? Can I catch the ball when stood still, some of the time? Can I throw a ball at a target with some accuracy? Can I catch the ball while stood still, most of the time? Can I walk with a ball keeping the ball close to my stick?
<b>Coordination</b>	Can I catch the ball when stood still, some of the time? Can I throw a ball in the direction of someone else? Can I explore hitting a ball with a cricket bat? Can I catch the ball while stood still, most of the time? Can I throw a ball to someone else with some accuracy? Can I begin to hit a ball with a cricket bat with control? Can I begin to hold the tennis racket with the 'shaking hands grip'? Can I control the ball on the tennis racket? Can I explore hitting a ball with the racket?
<b>Dance</b>	Can I copy a short sequence and repeat it? Can I copy basic dance moves? Can I make up a short sequence of dance moves? Can I perform my own basic dance moves?
<b>Gymnastics</b>	Can I balance on one leg with some control? Can I explore and attempt some rolls? Can I explore and attempt some jumps?
<b>KEY END-POINT PE ASSESSMENT</b>	
<b>YEAR 1</b>	
<b>Athletics</b>	Can I run at different speeds?
<b>Ball Skills</b>	Can I kick or throw a ball in the direction of someone else (target) and receive a ball by catching?



# Nevill Road Infant School

## YEAR 1 Curriculum



<b>Coordination</b>	Can I begin to hold the tennis racket with the 'shaking hands grip'? Can I explore hitting a ball with a cricket bat showing control?
<b>Dance</b>	Can I make up a short sequence of dance moves?
<b>Gymnastics</b>	Can I explore and attempt some rolls?

National Curriculum Music Content	
YEAR 1	
ESSENTIAL OBJECTIVES	ESSENTIAL OPPORTUNITIES
<ul style="list-style-type: none"> <li>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>To play tuned and untuned instruments musically.</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</li> <li>To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>
BREADTH OF STUDY	YEAR 1
<b>Listen and appraise</b>	Can I find the pulse and enjoy moving to music by dancing, marching, being animals or pop stars? Can I learn five songs and know what they are about? Can I recognise the sound and name the different instruments I can hear? Can I identify different musical styles of music heard and sometimes recognise where they are from? Can I recognise difference between male and female voice?
<b>Sing</b>	Can I use my voice expressively by singings songs and speaking chants and rhymes together in a group ensemble? Can I sing notes of different pitches (high and low)? Can I make different types of sounds with my voice, such as rap or say words in rhythm? Can I start and stop singing when following a leader?



# Nevill Road Infant School

## YEAR 1 Curriculum



<b>Play instruments</b>	Can I treat instruments carefully and with respect? Can I name the instruments playing including glockenspiel? Can I name the notes in my instrumental part I am playing? Can I learn an instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part)? Can I play a tuned instrumental part with the song I perform? Can I listen to and follow musical instructions from a leader?
<b>Improvise</b>	Can I explain that improvisation is about making up my own tunes on the spot? Can I listen and clap back, then listen and clap my own answer (rhythms of words)? Can I use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes? Can I take it in turns to improvise using one or two notes?
<b>Compose</b>	Can I explain that composing is like writing a story with music? Can I create a simple melody using one, two or three notes? Can I explore how the notes can be written down and changed if necessary?
<b>Perform and share</b>	Can I explain that a performance is sharing music with other people, called an audience? Can I perform a song, I have chosen and learnt to my class and year group? Can I add my ideas to the performance? Can I record the performance and say how I feel about it?
<b>KEY END-POINT ASSESSMENT</b>	
<b>YEAR 1</b>	
<b>Listen and appraise</b>	Can I start to identify different musical styles and the instruments used?
<b>Sing</b>	Can I sing effectively in a group, singing the same tune as the others?
<b>Play instruments</b>	Can I play an instrument correctly with one, two or three notes with or without notation? (glocks)
<b>Improvise</b>	Can I create my own tune playing an instrument using two notes?
<b>Compose</b>	Can I compose and record a melody using two notes (with a partner)?
<b>Perform and share</b>	Can I perform to an audience (their class)?





# Nevill Road Infant School

## YEAR 1 Curriculum



### National Curriculum RE Content

#### YEAR 1

#### ESSENTIAL OBJECTIVES

- Can I name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- Can I identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- Can I identify and suggest meanings for religious symbols and begin to use a range of religious words.
- Can I identify what matters to them and others, including those with religious commitments, and communicate their responses
- Can I recognise that religious teachings and ideas make a difference to individuals, families and the local community

#### ESSENTIAL OPPORTUNITIES

- To explore a range of religious stories and sacred writings and talk about their meanings
- To explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- To reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- To ask and respond imaginatively to puzzling questions, communicating their ideas
- To reflect on how spiritual and moral values relate to their own behaviour

#### BREADTH OF STUDY

#### YEAR 1

<b>Believing</b>	<b>Who is a Christian and what do they believe?</b> Can I describe simply some Christian beliefs about God? Can I describe simply some Christian beliefs about Jesus? Can I retell a story that shows what Christians believe about God Can I share what a story about God might mean? Can I share what the stories about Jesus say about good, bad, right and wrong? Can I talk about issues of good and bad, right and wrong related to the stories? Can I ask some questions about believing in God? Can I explain some ideas of my own about God?
<b>Expressing</b>	<b>What makes some places sacred?</b> Can I identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used? Can I talk about ways in which stories, objects, symbols and actions used in churches, mosques and show what people believe? Can I ask age-appropriate questions about what happens in a church, synagogue or mosque? <b>Inclusive of 'How and why do we celebrate special and sacred times?'</b>
<b>Living</b>	<b>What does it mean to belong to a faith community?</b> Can I recognise symbols of belonging from my own experience? Can I recognise symbols of belonging for Christians?





# Nevill Road Infant School

## YEAR 1 Curriculum



Can I recognise symbols of belonging for Muslims?  
Can I think about why symbols of belonging matter to believers?  
Can I give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean?  
Can I identify two ways people show they belong to each other when they get married?  
Can I respond to examples of cooperation between different people?

### KEY END-POINT RE ASSESSMENT

#### YEAR 1

<b>Believing</b>	Can I re-tell a story that shows what Christians might think about God, suggesting what it means?
<b>Expressing</b>	Can I talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe?
<b>Living</b>	Can I talk about examples of co-operation between different people?