



Welcome to Year 1



THE SCHOOL CURRICULUM

This booklet gives you information about the Year 1 curriculum. These are all the skills which your child will learn over this year, as well as practising previously taught skills. If you have any questions, please make sure you get in touch.

Name:

Class:

KLZ parent log in: _____ @klz.org.uk

Password: _____

www.klz.org.uk

Bug Club username: _____

Password: _____

School code: cljp

www.activelearnprimary.co.uk

WHO'S WHO

Mrs Michaela Williams (<i>Maternity</i>)	Cygnet class
Mrs Marie Bethel (<i>until Dec</i>)	
Miss Kim Smith	Tortoise class
Mrs Rachel Humphrey	
Mrs Kerry Luck	Phase Leader

WAYS TO GET IN TOUCH

There are plenty of ways to get in touch. We have an open-door policy which means we want to hear from you, especially if you have a worry or problem.

- The daily Meet & Greet playground at the beginning or end of the day
- Visit the admin team in the main reception
- Come in and ask to speak to a member of staff (*someone will see you*)
- Ring on **01634 333820** and ask to speak to a member of staff (*someone will speak to you*)
- email on **office@oaklands.medway.sch.uk**
- Use the contact section on website **www.oaklands.medway.sc.uk**
- Tweet on **@oaklands_sch_CC**
- Facebook on **@OSandCC**

WHO TO SPEAK TO FOR ENQUIRIES

Liz Stamp School Business Manager

Leigh Cawe Attendance

Diane Mills Admissions

Carol Curtis Family Liaison Officer (*FLO*)

SENIOR LEADERSHIP TEAM

Barry Symons Headteacher

Catherine McLaughlin Deputy Headteacher

Louisa Jones Assistant Headteacher (*Teaching*)

Gillie Russell Assistant Headteacher (*Inclusion*)

PARENT HANDBOOK

Download the parent handbooks at www.oaklands.medway.sch.uk/parents/

PE TIMETABLE

Your child will have PE on **Wednesday** and **Friday**.

It is best to bring your PE in on a Monday and have your PE kit in all week and then take it home at the end of the week.

Your child will swim on **Fridays** in Term 3.



SEPTEMBER 2018 TO JULY 2019

Term 1

INSET 1: Monday, 3 September 2018 (RWI training)

INSET 2: Tuesday 4 September 2018

Start: Wednesday, 5 September 2018

Finish: Thursday, 18 October 2018

INSET 3: Friday, 19 October 2018 (RWI training)

Autumn break: Monday, 22 October 2018 to Friday, 26 October 2018

Term 2

Start: Monday, 29 October 2018

Finish: Wednesday, 19 December 2018

Christmas break: Thursday, 20 December 2018 to Wednesday, 2 January 2019

Term 3

INSET 4: Thursday, 3 January 2019

Start: Friday, 4 January 2019

Finish: Friday, 15 February 2019

February break: Monday, 18 February 2019 to Friday, 22 February 2019

Term 4

Start: Monday, 25 February 2019

Finish: Friday, 5 April 2019

Spring break: Monday, 8 April 2019 to Thursday, 18 April 2019

Good Friday: 19 April 2019

Easter Monday: 22 April 2019

Term 5

Start: Tuesday, 23 April 2019

Finish: Friday, 24 May 2019

Early May bank holiday: Monday, 6 May 2019

Late May bank holiday: Monday, 27 May 2019

May break: Tuesday, 28 May 2019 to Friday, 31 May 2019

Term 6

INSET 5: Monday, 3 June 2019

Start: Tuesday, 4 June 2019

Finish: Tuesday, 23 July 2019

Term 1

Where is the UK?

In this topic we will be looking at the four countries which make up the United Kingdom. We will be touring the country looking at different places and traditions around our country.

Term 6

How does your garden grow?

The children will be learning all about the plants and flowers which grow in our local area. They will study how to make plants grow and what it takes to keep plants healthy. They will also think about what our bodies need to be healthy.

Term 2

Who are local superheroes?

This term, the children will be looking at local champions who help us all such as police, firefighters and nurses. We will look at how we can all help make our community a better place by helping others.

Year 1



The United Kingdom

Term 5

How is life the same across the UK?

The children will examine two different cities in the UK. They will compare the two places are similar and how they are different in their location, culture and people.

Term 3

How did the Great Fire of London start?

The children will learn all about the Great Fire of London. They will explore how it started and how it spread. They will create their own houses and re-enact the Great Fire.

Term 4

What does Art look like?

The children will be look at a range of different artists. They will explore how they create their art and they will be creating their own piece of art work in the style of a famous artist.

READING

'Being a Reader' Pupils should be taught:

READING FOR PLEASURE/ DECODING

- a. Apply phonic knowledge and skills as the route to decode words
- b. Respond speedily with the correct graphemes for all 40 + phonemes, including, where applicable, alternative sounds for graphemes
- c. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- d. Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.
- e. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs
- f. Read words with contractions and understand the apostrophe represents the omitted letter(s)
- g. Read aloud accurately books that are consistent with their developing phonic knowledge.

DEDUCE AND INFER

- a. Making inferences using characters words and actions.
- b. Predict what might happen using evidence from the book.
- c. Link what they read to their own experiences.
- d. Understand the feelings of the main characters within a story.
- e. Participate in discussion about texts read, taking turns and
- f. listening to others point of view.
- g. Identify main points in a text.
- h. Answer simple questions about the text.
- i. Check the text makes sense as they are reading and self correct inaccurate reading.

LANGUAGE FOR EFFECT

- a. Explain what new words mean, linking new meanings to known words.
- b. Recognise obvious story language.
- c. Recognise and join in with predictable phrases

THEMES

- a. Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- b. Understand the non-fiction books can be structured in different ways.
- c. Decide how useful a non-fiction text is for the purpose.

WRITING

'Being a Writer' Pupils should be taught:

TRANSCRIPTION

- a. Meet Yr 1 spelling expectations (see appendix A)
- b. Spell words containing each of the 40+ graphemes already taught.
- c. Spell common exception words.
- d. Spell the days of the week.
- e. Name the letters of the alphabet in order
- f. Use letter names to distinguish between alternative spellings of the same sound.
- g. Apply simple spelling rules and guidance.
- h. Write from memory simple sentences dictated by an adult.
- i. I can form lower case letters of a consistent size.
- j. Start to join letters that are in the same handwriting family.
- k. I can write capital letters and digits.
- l. Use spacing between words that reflect the size of the letters.

SENTENCE

- a. Use conjunctions and , but

- b. Use and identify statements, questions and exclamations.
- c. confidently use a range of adjectives for effect.
- d. Use a series of simple sentence structures which may be repeated to write a story or recount.

VOCABULARY, GRAMMAR AND PUNCTUATION

- a. Use spaces to separate words.
- b. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- c. Use capital letters for names of people and places, days of the week and the pronoun I

COMPOSITON

- a. I can use a range of writing genres .
- b. I can construct and use a plan to order my writing.
- c. I can proof read to make improvements to spelling, grammar and punctuation.
- d. I can read aloud my writing with intonation to make my writing clear.

Y1 SPELLING WORD LIST

the,	his,	go,	ask,
a,	has,	so,	friend,
do,	I,	by,	school,
to,	you,	my,	put,
today,	your,	here,	push,
of,	they,	there,	pull,
said,	be,	where,	full,
says,	he,	love,	house,
are,	me,	come,	our
were,	she,	some,	others,
was,	we,	one,	
is,	no,	once,	

NUMBER

‘Being a Mathematician’ Pupils should be taught:

NUMBER – NUMBER AND PLACE VALUE

- a. count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- b. recognise the place value of each digit in a two-digit number (tens, ones)
- c. identify, represent and estimate numbers using different representations, including the number line
- d. compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- e. read and write numbers to at least 100 in numerals and in words
- f. use place value and number facts to solve problems

NUMBER – ADDITION AND SUBTRACTION

- a. solve problems with addition and subtraction:
- b. using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- c. applying their increasing knowledge of mental and written methods
- d. recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- e. add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - ma two-digit number and tens
 - two two-digit numbers
- f. adding three one-digit numbers
- g. show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- h. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

NUMBER –MULTIPLICATION AND DIVISION

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

NUMBER – FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

MEASUREMENT

MEASUREMENT

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

GEOMETRY

GEOMETRY – PROPERTIES OF SHAPES

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

GEOMETRY – POSITION AND DIRECTION

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

STATISTICS

STATISTICS

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

SCIENCE

'Being a Scientist' Pupils should be taught:

SCIENCE.KS1.1. ASKING QUESTIONS

asking simple questions and recognising that they can be answered in different ways

SCIENCE.KS1.2. INVESTIGATING

performing simple tests.

SCIENCE.KS1.3. OBSERVING

observing closely, using simple equipment.

SCIENCE.KS1.4. CLASSIFYING

identifying and classifying.

SCIENCE.KS1.5. ANALYSING DATA

using their observations and ideas to suggest answers to questions.

SCIENCE.KS1.6. DRAWING CONCLUSIONS

gathering and recording data to help in answering questions.

'Knowledge, skills & understanding'

YEAR 1. Pupils should be taught:

SCIENCE.Y1.1. Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

SCIENCE.Y1.2. Animals, Inc Humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

SCIENCE.Y1.3. Everyday Materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

SCEINCE.Y1.4. Seasonal Change

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

DESIGN & TECHNOLOGY

'Being a Designer' Pupils should be taught:

DT.KS1.1. Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

DT.KS1.2. Make

- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

DT.KS1.3. Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

'Knowledge, skills & understanding'

YEAR 1 should be taught:

DT. Y1.1.

Build structures, exploring how they can be made stronger, stiffer and more stable

COMPUTING

'Being a Programmer' Pupils should be taught:

'Being a Programmer' Pupils should be taught:

COMPUTING. KS1.1.

use technology purposefully to create, organise, store, manipulate and retrieve digital content

COMPUTING. KS1.2.

recognise common uses of information technology beyond school

COMPUTING. KS1.3.

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.

'Knowledge, skills & understanding'

YEAR 1. should be taught:

COMPUTING. Y1.1.

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

HISTORY

HISTORY.KS1.1. Historical vocabulary

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

HISTORY.KS1.2. Chronology

They should know where the people and events they study fit within a chronological framework

HISTORY.KS1.3. Historical comparisons

identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

HISTORY.KS1.4. Historical Enquiry

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

HISTORY.KS1.5. Historical Representation

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

'Knowledge, skills & understanding'

YEAR 1 Pupils should be taught:

HISTORY.Y1.1.

significant historical events, people and places in their own locality.

HISTORY.Y1.2.

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

GEOGRAPHY

'Being a Geographer' Pupils should be taught:

GEOGRAPHY.KS1.1. Geographical vocabulary

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

GEOGRAPHY.KS1.2. Physical features

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

GEOGRAPHY.KS1.3. Human features

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork

GEOGRAPHY.KS1.4. Geographical fieldwork

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.

'Knowledge, skills & understanding'

YEAR 1 should be taught:

GEOGRAPHY.Y1.1

name and locate the world's seven continents and five oceans

GEOGRAPHY.Y1.2

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

GEOGRAPHY.Y1.3

use world maps, atlases and globes to identify the United Kingdom and its countries

GEOGRAPHY.Y1.4

identify seasonal and daily weather patterns in the United Kingdom

GEOGRAPHY.Y1.5

use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

RE

'Being an Informed & Tolerant Individual' Pupils are taught:

RE KS1.1. Learning about religion.

- explore a range of religious stories and sacred writings, and talk about their meanings;
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses;
- identify and suggest meanings for religious symbols and begin to use a range of religious words.

RE KS1.2. Learning about religion.

- reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond imaginatively to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;
- reflect on how spiritual and moral values relate to their own behaviour;
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

RE KS1.3. Breadth of Study

- reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond imaginatively to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;
- reflect on how spiritual and moral values relate to their own behaviour;
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

'Knowledge, skills & understanding'

YEAR 1 should be taught:

RE.Y1.1. BELIEVING.

What people believe about God, humanity and the natural world.

RE.Y1.2. CELEBRATION.

How and why celebrations are important in religion.

RE.Y1.3. STORY.

how and why some stories are sacred and important in religion.

PSHCE

'Being Healthy with High Wellbeing' Pupils should be taught:

Healthy Lifestyles

- Y1.1. about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)
- Y1.2. about what they like and dislike. About what it means to make a choice. How choices can improve how they feel and look
- Y1.4. About different kinds of feelings we may have. About the different ways we can manage feelings

Keeping Safe

- Y1.6. About basic personal hygiene routines
- Y1.7. About the spread of infections
- Y1.11. About what goes onto and into our bodies (both good and harmful)
- Y1.12. About rules we have for keeping safe. About different ways of keeping physically and emotionally safe
- Y1.13. About people who take care of them. About the family networks they belong to
- Y1.14. About the shared responsibility for keeping themselves and others safe. About responses they can give to ensure their own safety and that of others

Growing & changing

- Y1.3. about what makes them unique. how to set simple goals
- Y1.5. About change and loss e.g. starting school, a new baby brother/sister. moving to a new class. About the feelings associated with change or loss
- Y1.8/9 About growing from young to old
- Y1.10. the correct names for the main parts of the body. About similarities and differences between boys and girls

'Having Positive Relationships' Pupils should be taught:

Feelings & Emotions

- Y1.1. About a wide range of feelings
- Y1.2. About different types of behaviour
- Y1.9. About special people in their lives
- Y1.11. How people's bodies and feelings can be hurt

Valuing Difference

- Y1.4. About what fair and unfair means. About what kind and unkind means. About right and wrong
- Y1.5. About sharing opinions and views through peer and class discussion
- Y1.8. About differences and similarities between people

Healthy Relationships

- Y1.3. about the difference between a secret and a surprise
- Y1.6. about listening to others and playing cooperatively
- Y1.7. About what it means to give support and feedback to others
- Y1.10. About appropriate and inappropriate touch
- Y1.13. About when things don't go well with friends and other children
- Y1.14. About types of teasing and bullying and why they are wrong and unacceptable. How to deal with teasing and bullying

'Being part of The Wider Community' Pupils should be taught:

Rights & Responsibilities

- Y.1. How to contribute to the life of the classroom
- Y1.2. about group and class rules
- Y1.3. about the needs of people and other living things
- Y1.4. About groups and communities that they belong to

Taking Care of the Environment

- Y1.5. about what improves and harms their local, natural and built environments

Money Matters

Y1.6. about where money comes from and what it is used for

Y1.7. about the role of money in their lives

PE

'Being Athletic' Pupils should be taught:

PE.KS1.1.

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

PE.KS1.1.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

'Knowledge, skills & understanding'

YEAR 1 should be taught:

PE.Y1.1.

master basic movements including running, jumping, throwing and catching **and** begin to apply these in a range of activities

a. Team games

b. Athletics

PE.Y1.2. Gymnastics

developing balance, agility and co-ordination,

COOKING & NUTRICIAN

'Being a Cook' Pupils should be taught:

COOKING.KS1.1.

use the basic principles of a healthy and varied diet to prepare dishes

- *Identify the main food groups including fruit and vegetables.*

- *Measure and weigh food items using non-standard measures*

COOKING.KS1.2.

understand where food comes from

ART

'Being an Artist' Pupils should be taught:

ART.KS1.1.

to use a range of materials creatively to design and make products

ART.KS1.2.

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

'Knowledge, skills & understanding'

YEAR 1 Pupils should be taught:

ART.Y1.1.

to use **drawing** to develop and share their ideas, experiences and imagination.

a. line & Shape

ART.Y1.2.

to use **painting** to develop and share their ideas, experiences and imagination

a. colour

b. Pattern

MUSIC

'Being a Musician' Pupils should be taught:

MUSIC.KS1.1.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

MUSIC.KS1.2.

listen with concentration and understanding to a range of high-quality live and recorded music

'Knowledge, skills & understanding'

YEAR 1 Pupils should be taught:

MUSIC.Y1.1.

play tuned and untuned instruments musically