



Curriculum Coverage
Year 1
Information for Parents

September 2017

A year 1 reader**A year 1 speaker****Word reading**

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-.
- I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
- I can read words of more than one syllable that contain taught GPCs.

Comprehension

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct when it doesn't.
- I can draw inferences from the text and/or the illustrations. (Beginning)
- I can make predictions about the events in the text.
- I can explain what I think a text is about.

- I speak clearly and confidently in front of people in my class.
- I can re-tell a well known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

Transcription

Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Handwriting

- I can sit correctly at a table, holding a pencil comfortable and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount and event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

Text structure

- I can sequence sentences to form a narrative.

Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

A year 1 mathematician

Number and place value

- I can count to and across 100, forward and backwards ,beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can say what is one more or one less than any number.
- I can read and write numbers from 1 to 20 in numerals and words.
- I can 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

Calculations

- I can represent and use number bonds and related subtraction facts to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve missing number problems.
- I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

Fractions

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

Measurement

- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

Geometry – properties of shapes

- I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles.
- I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres.

Geometry – position and direction

- I can describe position, directions and movement, including half, quarter and three-quarter turns.

A year 1 scientist

Working scientifically (Y1 and Y2)

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

Biology

Plants

- I can name a variety of common wild and garden plants.
- I can name the petals, stem, leaf and root of a plant.
- I can name the roots, trunk, branches and leaves of a tree.

Animals, including humans

- I can name a variety of animals including fish, amphibians, reptiles birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I can sort living and non-living things.
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.

Chemistry

Everyday materials

- I can distinguish between an object and the material it is made from.
- I can explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the materials they are made from.

Physics

Seasonal changes

- I can observe and comment on changes in the seasons.
- I can name the seasons and suggest the type of weather in each season.

A year 1 historian

- I can use words and phrases like: old, new and a long time ago.
- I can recognise that some objects belonged to the past.
- I can explain how I have changed since I was born.
- I can explain how some people have helped us to have better lives.
- I can ask and answer questions about old and new objects.
- I can spot old and new things in a picture.
- I can explain what an object from the past might have been used for.

A year 1 geographer

- I can keep a weather chart and answer questions about the weather.
- I can explain where I live and tell someone my address.
- I can explain some of the main things that are in hot and cold places.
- I can explain the clothes that I would wear in hot and cold places.
- I can explain how the weather changes throughout the year and name the seasons.
- I can name the four countries in the United Kingdom and locate them on a map.
- I can name some of the main towns and cities in the United Kingdom.

A year 1 artist

- I can show how people feel in paintings and drawings.
- I can create moods in art work.
- I can use pencils to create lines of different thickness in drawings.
- I can name the primary and secondary colours.
- I can create a repeating pattern in print.
- I can cut, roll and coil materials.
- I can use IT to create a picture.
- I can describe what I can see and give an opinion about the work of an artist.
- I can ask questions about a piece of art.

A year 1 designer

- I can use my own ideas to make something.
- I can describe how something works.
- I can cut food safely.
- I can make a product which moves.
- I can make my model stronger.
- I can explain to someone else how I want to make my product.
- I can choose appropriate resources and tools.
- I can make a simple plan before making.

A year 1 musician

- I can use my voice to speak, sing and chant.
- I can use instruments to perform.
- I can clap short rhythmic patterns.
- I can make different sounds with my voice and with instruments.
- I can repeat short rhythmic and melodic patterns.
- I can make a sequence of sounds.
- I can respond to different moods in music.
- I can say whether I like or dislike a piece of music.
- I can choose sounds to represent different things.
- I can follow instructions about when to play and sing.

A year 1 sports person

Games

- I can throw underarm.
- I can hit a ball with a bat.
- I can move and stop safely.
- I can throw and catch with both hands.
- I can throw and kick in different ways.

Gymnastics

- I can make my body curled, tense, stretched and relaxed.
- I can control my body when travelling and balancing.
- I can copy sequences and repeat them.
- I can roll, curl, travel and balance in different ways.

Dance

- I can move to music.
- I can copy dance moves.
- I can perform my own dance moves.
- I can make up a short dance.
- I can move safely in a space.

General

- I can copy actions.
- I can repeat actions and skills.
- I can move with control and care.
- I can use equipment safely.

A year 1 computer user	A safe computer user in Y1	
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can create a series of instructions. • I can plan a journey for a programmable toy. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can create digital content. • I can store digital content. • I can retrieve digital content. • I can use a web site. • I can use a camera. • I can record sound and play back. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I can use technology safely. • I can keep personal information private. 	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> • I understand the different methods of communication (e.g. email, online forums etc). • I know you should only open email from a known source. • I know the difference between email and communication systems such as blogs and wikis. • I know that websites sometimes include pop-ups that take me away from the main site. • I know that bookmarking is a way to find safe sites again quickly. • I have begun to evaluate websites and know that everything on the internet is not true. • I know that it is not always possible to copy some text and pictures from the internet. • I know that personal information should not be shared online. • I know I must tell a trusted adult immediately if anyone tries to meet me via the internet. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • I follow the school's safer internet rules. • I can use the search engines agreed by the school. • I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc). • I can use the internet for learning and communicating with others, making choices when navigating through sites. • I can send and receive email as a class. • I can recognise advertising on websites and learn to ignore it. • I can use a password to access the secure network.