

## Curriculum Coverage- Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Land Ahoy!	Wild Things and the United Kingdom	Blast Off!	Heroes to the Rescue	Fairy Tales to Scary tales	Coast Vs City
Key Class Texts	<ul style="list-style-type: none"> <li>Pirates love underpants</li> <li>Granddad's Island</li> <li>The Treasure of Pirate Frank</li> </ul>	<ul style="list-style-type: none"> <li>Katie's Picture</li> <li>Ugly Five</li> <li>Where the wild things are</li> <li>Oi! get off our train</li> <li>Not now Bernard</li> </ul>	<ul style="list-style-type: none"> <li>Baboon on the moon</li> <li>Stella to Earth</li> <li>Toy's in Space</li> <li>The darkest dark</li> </ul>	<ul style="list-style-type: none"> <li>Super Daisy</li> <li>Eliot the midnight super hero</li> </ul>	<ul style="list-style-type: none"> <li>Three little pigs- the true story</li> <li>Snow White and the Seven Dwarves</li> </ul>	<ul style="list-style-type: none"> <li>Song of the Sea</li> <li>The lighthouse keepers lunch</li> <li>The storm whale</li> <li>Sally and the limpet</li> <li>Starlight Sailor</li> <li>The snail and the whale</li> </ul>
Key Grammar and Punctuation focus	<ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Finger spaces</li> <li>'ing' spellings</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Finger spaces</li> <li>'ing' spellings</li> <li>Adjectives</li> <li>Conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Adjectives</li> <li>Verbs (+ing)</li> <li>Exclamation marks</li> <li>'I' pronoun</li> <li>'s' plural</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>'ed' endings</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Adjectives and conjunctions</li> <li>Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>'es/s' plurals</li> <li>'un' prefix</li> <li>Suffex/prefix to verbs</li> </ul>
Maths Coverage	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Place Value</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Place value</li> <li>Multiples of 2,5 and 10</li> </ul>	<ul style="list-style-type: none"> <li>Length and Height</li> <li>Weight and Volume</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions ( <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> )</li> <li>Position and Direction</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Time</li> </ul>
Science Topic	Seasons	Animals, including Humans	Materials		Plants	Seasons
Wider Curriculum Driver	Geography	Geography	Design Technology	History	Design Technology	Geography
Key Concept	Fieldwork: directions	Fieldwork: maps for identification	Pulleys, wheels and axles	Interpretation	Levers	Fieldwork: maps for representation
RE Question	Does God want Christians to look after the world?	What gifts might we have given Baby Jesus today?	Does celebrating Chanukah make Jewish children feel closer to god?	Why was Jesus welcomed like a celebrity on Palm Sunday?	Is Shabbat important to Jewish children?	Philosophy For Children
Art Theme	Colour	Drawing	Whole School Exhibition	3D Form	Texture	Printing

Computing Focus	Lego builders 1.4	Coding 1.7	Online safety 1.1	Maze explorers 1.5	Animated stories 1.6	Pictograms 1.3
Music focus	Pirate songs Harvest	Christmas and nativity	Space songs, beat and rhythm exercises	Write a hero song Rhythm notation	Notation Untuned percussion	Written Notation Call and response
Spanish Theme and Song	Hello, how are you? song	1-10 number song	Alphabet	Days of the week	Opposites song	Hands/face song
Charter Experience	<ul style="list-style-type: none"> <li>• Pretend to be a pirate</li> <li>• Knock some pins down at a bowling game</li> </ul>	<ul style="list-style-type: none"> <li>• Raise money for endangered animals</li> <li>• Hold a giant bug</li> <li>• Visit a museum in Central London</li> </ul>	<ul style="list-style-type: none"> <li>• Visit Greenwich Planetarium</li> <li>• Visit a Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>• Share your favourite book with your friend</li> </ul>	<ul style="list-style-type: none"> <li>• Cook a dish for someone else</li> <li>• Write your own story</li> </ul>	<ul style="list-style-type: none"> <li>• Visit the beach</li> </ul>



# Year 1 Phonics Medium Term Plan

## Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
qu, wh,	ng, ck	ae	ee	oe/ o	ea

## Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
er	e	ow	oo (moon)	ie	oo (book)

## Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
u	ou	s	l	or	air

## Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ue	ew	oy	ar	ae	d

## Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ae (more spellings)	ee (more spellings)	oe (more spellings)	er (more spellings)	oo (more spellings)	or (more spellings)

## Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Polysyllabic Words					

\*sounds to be built on cumulatively, each week new sounds to be built into words with sounds taught previously.



## Year One Key Assessment Objectives- Mathematics

Year 1 Number				
	1.1	1.2	1.3	1.4 + application
Counting	<p>I can count to 20, forward and backwards</p> <p>I can count objects to 20</p>	<p>I can count to 50, forward and backwards</p> <p>I can count objects to 50</p>	<p>I can count to and across 100, forwards and backwards</p> <p>I can count to 100 in numerals</p> <p>I can count in multiples of 2, 5 and 10</p>	<p>I can count to and across 100, forwards and backwards from any given number</p> <p>I can count in multiples of 2, 5 and 10 from any number</p>
Place Value			<p>I can recognise the place value of each digit in a two-digit number</p>	<p>I can recognise the place value of each digit in a two-digit number and order</p>
Representing Number	<p>I can read and write numbers to 20</p> <p>I know Numicon shapes to 10</p> <p>I know 1 more/1 less up to 20</p> <p>I know the symbol for addition (+) and equals (=)</p>	<p>I can read and write numbers to 50</p> <p>I know Numicon shapes to 20</p> <p>I know 1 more/1 less up to 50</p> <p>I know the symbols for addition (+), subtraction (-) and equals (=)</p>	<p>I can read and write numbers to 100</p> <p>I can make TU numbers using Numicon and/or Deines</p> <p>I know 1 more/1 less up to 100</p> <p>I can read and write an addition and subtraction number sentence e.g. <math>4 + 2 = 6</math></p>	<p>I can read and write numbers to 200 and beyond</p> <p>I can make HTU numbers using Deines</p> <p>I know 1 more/1 less up to 200 beyond</p> <p>I can write a number sentence to represent a word problem involving addition or subtraction</p>

Number Facts	I know my number bonds to 5	I know my number bonds to 10	I know my number bonds to 10 and related subtraction facts	I know my number bonds to 20 and related subtraction facts
	1.1	1.2	1.3	1.4 + application
Mental +/-	I can add/subtract to 5	I can add/subtract to 10	I can add and subtract TU + U to 20	I can add and subtract TU + U to 50
Written +/-	I can use a number line to add and subtract to 10	I can use a number line to add and subtract to 20	I can use a number line to add and subtract to 50	I can use a number line to solve missing number addition/ subtraction problems such as $7 = \square - 9$ .
Number Facts ( $\times/\div$ )	I can double and halve numbers to 5  I can recognise odd and even numbers to 10 using Numicon	I can double and halve numbers to 10  I can recognise odd and even numbers 20	I can double numbers and halve numbers to 20  I can recognise odd and even numbers to 50	I can use my knowledge to double and halve multiples of 10 and other significant doubles  I can recognise odd and even numbers 100
Written ( $\times/\div$ )			I can use informal written methods when grouping i.e. 'grouping circles'	I can use informal written methods when sharing i.e. 'share in a square'
Fractions	I can recognise, colour and cut things in $1/2$	I can recognise and find $1/2$ of a set of objects	I can find a $1/2$ and a $1/4$ of a shape or quantity	I can find a $3/4$ of a shape or quantity

Year 1 Geometry, Measuring and Statistics				
	1.1	1.2	1.3	1.4 + application
Time	I can tell the time to the hour	I can tell the time to the hour and half past	I can tell the time to the hour and half past and draw the hands on a clock face	I can tell the time to quarter past and quarter to and draw the hands on a clock face
2d shapes	I can name and sort squares and circles	I can name and sort squares, circles, rectangles	I can name and sort squares, circles, rectangles, triangles	I can name and sort common polygons, including pentagons and hexagons



Writing Progression Model Trinity Primary Phase

R	1	2	3	4	5	6	6 GDS
	<b>All of R objectives and:</b>	<b>All of R -1 objectives and:</b>	<b>All of R – 3 objectives and:</b>	<b>All of R – 4 objectives and:</b>	<b>All of R – 5 objectives and:</b>	<b>All of R – 6 objectives and:</b>	<b>All of 6 objectives and:</b>
<p>1. Writes three simple sentences which make sense and may have a capital letter or full stop</p> <p>2. Most letters correctly formed with some the wrong way round or off the line</p> <p>3. Key high frequency words spelt correctly</p>	<p>1. Five sentences which have a capital letter and full stop, forming one short paragraph.</p> <p>2. Letters correctly formed</p> <p>3. Common exception words from Y1 list spelt correctly</p> <p>4. ed and ing suffixes correctly spelt</p> <p>5. At least one adjective</p> <p>6. Two or more conjunctions (and, but, so, because)</p>	<p>1. At least two paragraphs in length with capital letters and full stops</p> <p>2. Question marks and exclamation marks</p> <p>3. Two or more adjectives</p> <p>4. Extend a simple sentence using these conjunctions: or,</p> <p>5. and, but, when, if, that, because</p> <p>6. Commas for a list or to separate adjectives</p> <p>7. Time adverbials or varied sentence openers</p> <p>8. Common exception words from Y1 and 2 list spelt correctly.</p> <p>9. Spell longer words with suffixes: –ment, –ness, –ful, –less, –ly</p> <p>10. Handwriting beginning to join.</p> <p>11. Apostrophes for contractions and exclamation marks.</p> <p>12. Segment spoken words into sound and represent these with accurate spelling patterns.</p>	<p>1. Nearly a full page of A4</p> <p>2. More apt / sophisticated choice of adjectives / verbs / nouns</p> <p>3. Clear Introduction</p> <p>4. Varied sentence openers</p> <p>5. Prepositional adverbials used as sentence openers</p> <p>6. Paragraphs and or subheadings with theme maintained</p> <p>7. Spelling is correct and in line with the vocabulary/sentence structure used.</p> <p>8. Most joins correctly formed in handwriting</p> <p>9. Capital letters for proper nouns</p> <p>10. Correct tense and person is maintained for all simple sentences</p> <p>11. Apostrophe used for contraction and possession.</p>	<p>1. At least a full page of A4</p> <p>2. Settings or introductions or character descriptions or round off (conclusions) are clear.</p> <p>3. Fronted adverbials (including a comma) for time, manner and place.</p> <p>4. Inverted commas for speech with punctuation inside inverted commas.</p> <p>5. More sophisticated conjunctions used: after, before, whilst, although, whenever, wherever, until, since.</p> <p>6. Spelling is correct and in line with the vocabulary/sentence structure used (use of words from 3 and 4 word list).</p> <p>7. Fully joined handwriting</p> <p>8. Nouns/pronouns not repeated unless for effect</p> <p>9. Formal and informal language is mostly used appropriately</p>	<p>1. A full page of A4 or maintaining same level of control throughout.</p> <p>2. Tone of writing is consistently appropriate to the task/purpose</p> <p>3. Relative (embedded) clauses correctly marked with comma, dash or bracket. This is also called parenthesis.</p> <p>4. Subordinate clauses correctly marked with a comma</p> <p>5. Uses a range of conjunctions for cohesion within a paragraph.</p> <p>6. Varied sentence lengths for effect (ie. not all fronted adverbials); starting to open with subordinate clauses)</p> <p>7. New line new speaker for dialogue</p> <p>8. Spelling is generally accurate and with words from 5 and 6 word list.</p> <p>9. Correct tense is maintained, even for more complicated cases of verb agreement or where tenses change eg. direct speech in narrative or reports</p> <p>10. Fully joined handwriting even when writing at speed</p>	<p>1. A full page of A4 or more with the whole piece maintaining same level of control.</p> <p>2. Formal/informal tone/language used correctly for different purposes or effects.</p> <p>3. Dialogue conveys character and advances action (not a page of well punctuated waffle)</p> <p>4. Semi colon used to link two independent clauses that relate to each other and expanded lists</p> <p>5. Colon used to introduce lists.</p> <p>6. Vary sentence structure switching main clause and subordinate clause position using commas when appropriate.</p> <p>7. Spelling is correct and in line with the vocabulary/sentence structure used (most words on Y5 and Y6 spelling list)</p> <p>8. Can build cohesion within and across paragraphs using adverbials of time, place</p> <p>9. Introduction, main paragraphs and round offs are explicitly linked with adverbs of time and place and linking themes</p>	<p>1. Appropriate form for audience and purpose: figurative language / features of text type / abstract nouns / characterisation and structure.</p> <p>2. Appropriate register is achieved through choice of spoken or written language, within or across pieces of writing</p> <p>3. Tone and/or reader response is controlled through conscious grammar, vocabulary or punctuation choices</p> <p>4. Passive voice used appropriately.</p> <p>5. Ambiguity is avoided through control over a range of punctuation: semi-colons / dashes / colons / hyphens.</p>