

# ENGLISH year 1

Pupils are taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes following the phonics scheme " **Letters and sounds.**"
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words .We use the reading scheme **Oxford reading tree** alongside some books from other schemes and "real" books
- re-read these books to build up their fluency and confidence in word reading.
- revise and consolidate the GPCs and the common exception words taught in Reception.

- As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. This is done through guided reading sessions where a group read a text and look for "sounds and blends" punctuation features or literary features such as structuring ideas using headings, or the effect of rhythm changes in a poem.
- taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils'
- reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.
- develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases

- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.
- the meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.
- listening frequently to stories, poems and non-fiction that they cannot yet read for themselves so that pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.
- Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects.
- Pupils are shown some of the processes for finding out information index, contents page and glossary.
- to consider the opinions of others.

- Use Role-play to help pupils to identify with and explore characters and to try out the language they have listened to.

## Writing - Spelling

Pupils are taught to: (Revision of reception work )The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
  - consonant digraphs which have been taught and the sounds which they represent
  - vowel digraphs which have been taught and the sounds which they represent
  - the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
  - words with adjacent consonants
  - guidance and rules which have been taught
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- spell: words containing each of the 40+ phonemes already taught
  - Practise weekly spellings that cover appendix 1 of the National curriculum for England both online and written by hand
  - spell common exception words
  - spell the days of the week
  - 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
- 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]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.)

Reading is taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils learn how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s).

Some misspellings of words that pupils have been taught to spell are be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters

- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Handwriting requires frequent and discrete, direct teaching.
- Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.
- Left-handed pupils should receive specific teaching to meet their needs.

Writing - composition Pupils are taught through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

- write sentences by saying out loud what they are going to write about or composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

- develop their understanding of the concepts set out in English Appendix 2 of the National Curriculum for England
- 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
- use the grammatical terms
 

Year 1: Detail of content to be introduced (statutory requirement)

Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Sentence How words can combine to make sentences Joining words and joining clauses using and Text Sequencing sentences to form short narratives Punctuation Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Terminology for pupils letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

They learn how to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge.

Vowel digraphs and trigraphs Some may already be known, depending on the programmes used in Reception, but some will be new. Vowel digraphs and trigraphs Rules and guidance (non-statutory) Example words (non-statutory) ai, oi The digraphs ai and oi are virtually never used at the end of English words. rain, wait, train, paid, afraid oil, join, coin, point, soil ay, oy ay and oy are used for those sounds at the end of words and at the end of syllables. day, play, say, way, stay boy, toy, enjoy, annoy a–e made, came, same, take, safe e–e these, theme, complete i–e five, ride, like, time, side o–e home, those, woke, hope, hole u–e Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e. June, rule, rude, use, tube, tune ar car, start, park, arm, garden ee see, tree, green, meet, week ea (/i:/) sea, dream, meat, each, read (present tense) ea (/ɛ/) head, bread, meant, instead, read (past tense) er (/ɜ:/) (stressed sound): her, term, verb, person er (/ə/) (unstressed schwa sound): better, under, summer, winter, sister ir girl, bird, shirt, first, third ur turn, hurt, church, burst, Thursday English 53 Vowel digraphs

and trigraphs Rules and guidance (non-statutory) Example words (non-statutory) oo (/u:/) Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo food, pool, moon, zoo, soon oo (/ʊ/) book, took, foot, wood, good oa The digraph oa is very rare at the end of an English word. boat, coat, road, coach, goal oe toe, goes ou The only common English word ending in ou is you. out, about, mouth, around, sound ow (/aʊ/) ow (/əʊ/) ue ew Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo. now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw ie (/aɪ/) lie, tie, pie, cried, tried, dried ie (/i:/) chief, field, thief igh high, night, light, bright, right or for, short, born, horse, morning ore more, score, before, wore, shore aw saw, draw, yawn, crawl au author, August, dinosaur, astronaut air air, fair, pair, hair, chair ear dear, hear, beard, near, year ear (/ɛə/) bear, pear, wear are (/ɛə/) bare, dare, care, share, scared English 54 Statutory requirements Rules and guidance (non-statutory) Example words (non-statutory) Words ending -y (/i:/ or /ɪ/) very, happy, funny, party, family New consonant spellings ph and wh The /f/ sound is not usually spelled as ph in short everyday words (e.g. fat, fill, fun). dolphin, alphabet, phonics, elephant when, where, which, wheel, while Using k for the /k/ sound The /k/ sound is spelled as k rather than as c before e, i and y. Kent, sketch, kit, skin, frisky Adding the prefix -un The prefix un- is added to the beginning of a word without any change to the spelling of the root word. unhappy, undo, unload, unfair, unlock Compound words Compound words are two words joined together. Each part of the longer word is spelled as it would be if it were on its own. football, playground, farmyard, bedroom, blackberry Common exception words Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

They also learn to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure.

Pupils will increase their fluency by being able to read these words easily and automatically.

Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

# MATHEMATICS- year1

Key stage 1 - years 1 and 2 The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

The **White Rose mathematics scheme** (and resources) is used to structure mathematical development as well as topic linked mathematical lessons.

Number - number and place value

Pupils are taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

- given a number, identify one more and one less
- 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
- read and write numbers from 1 to 20 in numerals and words. Notes and guidance (non-statutory)
- Pupils practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.
- Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.
- They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \quad - 9$
- Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example,  $9 + 7 = 16$ ;  $16 - 7 = 9$ ;  $7$

= 16 - 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.

- Pupils combine and increase numbers, counting forwards and backwards.
  - They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.
  - 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. Notes and guidance (non-statutory) Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.
  - They make connections between arrays, number patterns, and counting in twos, fives and tens
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- recognise, find and name a half as one of two equal parts of an object, shape or quantity
  - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
  - Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to

the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.

- compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [for example, heavy/light, heavier than, lighter than]
  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter, time [for example, quicker, slower, earlier, later]
  - measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
  - recognise and know the value of different denominations of coins and notes
  - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
  - recognise and use language relating to dates, including days of the week, weeks, months and years
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- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Notes and guidance (non-statutory) The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage. Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measures.

- recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] , 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently.
- They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.
- *Geometry - position and direction:* describe position, direction and movement, including whole, half, quarter and three quarter turns. Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
- Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.

## **SCIENCE year1**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions

- gathering and recording data to help in answering questions.
- Pupils in years 1 and 2 should explore the world around them and raise their own questions.
- They experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.
- They use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships.
- They are encouraged to ask people questions and use simple secondary sources to find answers.
- They use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out.
- With help, they record and communicate their findings in a range of ways and begin to use simple scientific language. These opportunities for working scientifically are provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2.

## **Plants**

Pupils are be taught to:

- 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.

- Pupils use the school grounds and local environment eg, beach, throughout the year to explore and answer questions about plants growing in their habitat.
- They observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

### **Animals, including humans**

Children are taught to:

- 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
- Science - key stages 1 and 2 8 Statutory requirements
- 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.

- Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They learn how to take care of animals eg, butterflies, and other mini beasts taken from their local environment and the need to return them safely after study.
- Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.
- Pupils have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
- Pupils work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

### **Everyday materials**

Pupils are taught to:

- 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.
- Pupils explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.
- Pupils have opportunities to work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'

### **Seasonal changes**

Pupils are taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.
- Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils are warned that it is not safe to look directly at the Sun, even when wearing dark glasses.
- Pupils work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

# ART AND DESIGN year 1

Key stage 1 Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims The Lowca Curriculum for art and design aims to ensure that all pupils:

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

Pupils should be taught:

- 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
- 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

## **CITIZENSHIP year 1**

Key stage 1 During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood. They are helped to **develop the knowledge, skills and understanding to build confidence and responsibility and make the most of their abilities.**

Pupils are taught:

- to prepare to play an active role as citizens

- to take part in discussions with one other person and the whole class;
- to take part in a simple debate about topical issues;
- to recognise choices they can make, and recognise the difference between right and wrong;
- to agree and follow rules for their group and classroom, and understand how rules help them;
- to realise that people and other living things have needs, and that they have responsibilities to meet them;
- that they belong to various groups and communities, such as family and school;
- what improves and harms their local, natural and built environments and about some of the ways people look after them;
- to contribute to the life of the class and school; i. to realise that money comes from different sources and can be used for different purposes.

### **Developing a healthy, safer lifestyle**

- Pupils explore :
- how to make simple choices that improve their health and wellbeing;
- to maintain personal hygiene;
- how some diseases spread and can be controlled;
- about the process of growing from young to old and how people's needs change;
- the names of the main parts of the body;
- that all household products, including medicines, can be harmful if not used properly;
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

## **Developing good relationships and respecting the differences between people**

- Pupils reflect on and recognise how their behaviour affects other people;
- to listen to other people, and play and work cooperatively;
- to identify and respect the differences and similarities between people;
- that family and friends should care for each other;
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

### **Breadth of opportunities**

During the key stage, pupils are taught the knowledge, skills and understanding through opportunities to:

- take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);
- meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); f. develop relationships through work and play (for example, by

sharing equipment with other pupils or their friends in a group task);

- consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
- ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

## COMPUTING year1

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

The Lowca school curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
  - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
  - are responsible, competent, confident and creative users of information and communication technology.
- Key stage 1 Pupils should be taught to:
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
  - create and debug simple programs
  - use logical reasoning to predict the behaviour of simple programs
  - use technology purposefully to create, organise, store, manipulate and retrieve digital content
  - recognise common uses of information technology beyond school
  - 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.

## **DESIGN AND TECHNOLOGY year1**

- Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and

relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation

Lowca school curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. Design and technology
- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for

example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils are taught to:

### **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

### **Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria  
Technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

# **GEOGRAPHY year 1**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The Lowca curriculum for geography aims to ensure that all pupils:

- 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
- 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
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and

writing at length. 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. Pupils should be taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Place knowledge
  - 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
  - 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
  - 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
    - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork
  - 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
  - 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

- 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
- 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.

## **HISTORY year1**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Aims** The Lowca school curriculum for history aims to ensure that all pupils:

- 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
- 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

- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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, political, religious and social history; and between short- and long-term timescales.
- Pupils develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

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

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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, Ghandi and Boudicca, Mary Seacole and/or Florence Nightingale and Edith Cavell] Nelson Mandella and Emmeline Pankhurst
- significant historical events, people and places in their own locality.

# MUSIC year 1

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Lowca curriculum for music aims to ensure that all pupils:

- 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
- 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
- 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. Pupils should be taught to:
  - use their voices expressively and creatively by singing songs and speaking chants and rhymes
  - play tuned and untuned instruments musically

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

## PE year 1

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The Lowca curriculum for physical education aims to ensure that all pupils are taught to:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
- Key stage 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

