

## Year 1

The following slides give an overview of each subject of our curriculum at Henleaze Infant School for each term.

At the end there are the end of year expectations for the 3 Core Subjects.

## History

All about me: Comparing our family histories with others.  
To be able to know where people and events fit within a chronological framework.

## Reading

Read captions, labels, instructions information & stories: individually, in small groups & as part of a whole class.

### Speaking & Listening/ Drama

Role-play, re-enact stories, explore ideas & situations; develop awareness of the listener; listen to stories & poems.

### Phonics

Revise and reinforce sounds taught in Reception, Phase 3 and Phase 4. Introduce prefixes and suffixes

## Maths

Place value within 10  
Addition and subtraction within 10

## Writing

**Constructing simple sentences, verbally first, using a capital letter & full stop appropriately.**

Labels and Captions

Dictated Sentences

Describing ourselves and comparing to others using adjectives.

Recounts

## Religion and Worldviews

Where do we belong?

Church visit

Christian Symbols

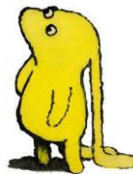
Diwali



Year 1

**Henleaze Infant School**

Autumn 1



## Computing

Online Safety and Exploring Purple Mash  
Create and Avatar

## Geography

Describing our local area and mapping out our journey to school.

## Science

**Animals including humans**

Identify parts of the human body

To know that we have 5 senses

To know that all animals, including humans, grow and change as they become older

## PSHE

**Being me in my world**

Special and safe

My class

Rights and responsibilities

Rewards and feeling proud

Consequences

Owning our learning charter

## Art

**Colour-Observational work**

Mixing colours and knowing the different names of all the colours and choosing colour for effect for painting and collage.

## Music

**Unit: Air**

Build knowledge of the inter related dimensions of music through composition.

## DT

Make and evaluate a 3D model from a given design.

Understand where food comes from and explore food groups.

## Reading

Read captions, labels, instructions information & stories: individually, in small groups & as part of a whole class.

## Speaking & Listening/ Drama

Role-play, re-enact stories, explore ideas & situations; develop awareness of the listener; listen to stories & poems.

## Phonics

Reinforce Phase 3 and Phase 4, introducing alternative graphemes through introduction of Phase 5.

## Maths

Place value to 20  
Addition and subtraction within 20  
Position and direction  
2D and 3D shapes  
Time

## Writing

**Format, layout and construction of Poems & Letters**

Labels and Captions  
Adjectives  
Acrostic Poems

**Recount** Trip or experience shared together

Simple Instructions  
Letters  
Create a Llist  
Factual Sentences

## Religion and Worldviews

**Where do we belong?**

Diwali

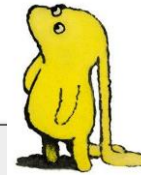
Muhammad + Arabic script

Christmas around the world



Year 1

**Henleaze Infant School**



# Autumn 2

## History

My Local Community - Henleaze  
Looking at changes to the High Street.  
To be able to use common words and phrases to the relation of passing time.

## Geography

Local area field work, using positional language and a compass to navigate.  
Daily weather data collection - Local

## Science

**Seasons and seasonal change**  
Elicitation; What is weather?  
Weather - how it affects us. Identify at least 4 kinds of weather  
Weather - introduce the long term weather watch study

## Computing

Introduction to Direction and Algorithms

## PSHE

**Celebrating difference**

The same as...

Different from...

What is bullying?

What do I do about bullying?

Making new friends

Celebrating difference

## Art

**3d Sculptures/models- Beegu**

**To observe shape, form and space in natural and man-made objects.**

## Music

**Unit: Air**

Build knowledge of the inter related dimensions of music through composition.

## DT

Explore existing products and consider their uses, materials and audience.  
Say what is good and bad about existing products.

## Reading

Read and develop understanding of instructions, information & stories: individually, in small groups & as part of a whole class.

## Speaking & Listening/ drama

Role-play, perform as part of a Year group, explore ideas & situations; develop awareness of the listener; listen to stories & poems.

## Phonics

Phase 5 phonics - revise & reinforce alternative spellings. Learn different pronunciations for sounds.

## Maths

Addition and subtraction within 20  
Place value to 100  
Numbers within 100

## Science

### Everyday materials.

Material comparison based on properties  
Suitability for use/ houses- Investigation of three little pigs houses  
Recycling effect on environment

## Religion and Worldviews

### Why are some stories special?

Our favourite books  
Holy Books and stories from different religions



Year 1

Henleaze Infant School

Spring 3



## Geography

Locating the countries and capital cities of the UK.

## Writing

### Elements of Stories

Story Mapping  
Describing Characters  
Story Settings  
Story Starter Sentences  
Retell a simple story

## Computing

Technology different uses & Online Safety Day

## PSHE

### Goals and dreams

My treasure chest of success  
Steps to goals  
Achieving together  
Stretchy learning  
Overcoming obstacles  
Celebrating my success

## Art

### Tone (Edward TingaTinga)

To look at the way artists use tones of colour and black and white (particularly photographers) to create moods, effects and the illusion of light and dark.

## Music

Year 1 Production - Music and Singing

## DT

Understand how movement is created using levers/sliders.

## **Reading**

Read and develop understanding of instructions, information & stories: individually, in small groups & as part of a whole class.

### **Speaking & Listening/ drama**

Role-play, perform as part of a Year group, explore ideas & situations; develop awareness of the listener; listen to stories & poems.

Year 1 Play and Performance

### **Phonics**

Phase 5 phonics - revise & reinforce alternative spellings. Learn different pronunciations for sounds.

## **Religion and Worldviews**

### **Why are some stories special?**

Holy Books and stories from different religions

Easter around the world

## **Computing**

Use software to sequence the photographs to make a short animated story.

## **PSHE**

### **Healthy me**

Being healthy  
Healthy choices  
Clean and healthy  
Medicine safety  
Road safety  
Happy healthy me

Year 1



**Henleaze Infant School**

**Spring 4**



## **Maths**

Money

Addition and subtraction within 20

Weight

Length and height

## **Geography**

Daily weather patterns, hot and cold places around the world.

## **Art**

### **Colour**

Using Artists use of colour to depict different temperatures as you move to Spring.

## **Writing**

### **Non Fiction, Factfiles and Publishing**

Create a List

Factual Sentences

### **Instructions & Poetry**

Writing up a science experiment

Write a whole class poem

## **Science**

### **Animals including humans**

Describe the importance of human exercise  
Eating the right amounts of different types of foods

Diet and habitat link to writing

Personal hygiene

## **Music**

Year 1 Production - Music and Singing

## **DT**

Design and build structures out of different materials and suggest ways to make structures stronger.

## Reading

Read and develop understanding of instructions, information & stories: individually, in small groups & as part of a whole class. Focus on comprehension of texts.

### Speaking & Listening/ drama

Role-play, explore ideas & situations; develop awareness of the listener; listen to stories & poems, reading work aloud to their peers.

### Phonics

Using and applying sounds taught. Learn different pronunciations for sounds, syllables, compound words and use pre-fixes and suffixes.

## History

Local History; Brunel, what he did for Bristol.  
Timeline of his significant achievements  
Comparison of Victorian and Modern Day  
Hospitals  
Significant Figure- Florence Nightingale

## Writing

### Instructions & Poetry

Write a whole class poem  
Use Prefixes and Suffixes  
Use time connectives

### Non Fiction, Factfiles and Publishing

Writing up a science experiment  
Create a L1st  
Factual Sentences  
Create a simple fact sheet

## Religion and Worldviews

### Why is our world special?

Wonder at our world  
Creation stories - Judeo-Christian~  
Evolution/ Hindu



Year 1

Henleaze Infant School



# Summer 5

## Computing

Coding

## PSHE

### Relationships

Families  
Making friends  
Greetings  
People who help us  
Being my own best friend  
Celebrating my special relationships

## Art

### Pattern (Ardman and Banksy)

To create own patterns and explore how can be used to create camouflage pictures

## Music

Unit: **Water**

Explore the inter related dimensions of music through performance and song.

## DT

Safely prepare and make a healthy fruit salad and discuss how fruit and vegetables are healthy.

## Maths

Multiplication and division  
Time

## Geography

Why do we need the Suspension Bridge?

## Science

### Plants

observe and describe how seeds to grow into plants  
Find out what plants need to grow  
Plant seeds as a class for enquiry in different conditions

## Reading

Read and develop understanding of instructions, information & stories: individually, in small groups & as part of a whole class. Focus on comprehension of texts.

### Speaking & Listening/ drama

Role-play, explore ideas & situations; develop awareness of the listener; listen to stories & poems, reading work aloud to their peers.

### Phonics - Screening Assessment

Using and applying sounds taught. Learn different pronunciations for sounds, syllables, compound words and use prefixes and suffixes.

## Religion and Worldviews

### Why is our world special?

Wonder at our world  
Creation stories - Judeo-Christian/  
Evolution/ Hindu



Year 1

**Henleaze Infant School**

# Summer 6



## Computing

Spreadsheets

## PSHE

### Changing me

Life cycles  
Changing me  
My changing body  
Boys' and girls' bodies  
Learning and growing  
Coping with changes

## Maths

Place value to 100  
Fractions  
Capacity

## History

Toys- I can sequence objects in time.  
Journeys; The significant achievements of  
Bessie Cole

## Art

### Texture

To compare printed images made by objects  
of differing textures.

## Writing

### Constructing Stories and Information

Story Mapping  
Character Description  
Setting Description  
Compose a simple story

## Science

### Animals including humans

Life Cycle of a caterpillar-  
Discuss observations as they change  
Animal classification  
Linked to PSHE - Changing Bodies

## Music

### Unit: Water

Explore the inter related dimensions of music  
through performance and song.

## DT

Design, make and evaluate a product for  
someone else using simple design criteria.





# End of Year 1 Reading Assessment Criteria



**Henleaze Infant School**

## **Meeting the expected standard - The pupil can:**

- Unknown words blended speedily and accurately using known graphemes
- Majority of texts read accurately
- Re-read with increasing fluency and confidence
- Recognise when a word does not make sense
- Read most Year 1 Common Exception words accurately
- Chooses to read
- With support links own experiences to what they read
- Make some predictions using front cover & title
- Able to retell familiar stories and poems and talk about key features.
- Begin to make inferences on the basis of what is being said and done.

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- Make some predictions using front cover & title
- Able to retell familiar stories and poems and talk about key features.
- Begin to make inferences on the basis of what is being said and done.
- Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries

## **Working Below the expected standard - The pupil can:**

- Recall and apply most Phase 3 graphemes
- Reads many Year 1 Common Exception words accurately
- Moves through texts attending to meaning, print and sentence structure flexibly
- Self-corrects with some support
- Re-reads to enhance phrasing and clarify precise meaning
- Solves new words using print information and understanding of the text to try alternative pronunciations
- identify constituent parts of unfamiliar words to read correctly
- manages a greater range of text genre
- Many words read accurately by sight
- Reads confidently with attention to punctuation
- Solves new words using print detail while attending to meaning and syntax
- Tracks visually additional lines of print without difficulty
- Discuss and interpret character and plot more fully
- Use a contents page and glossary in non-fiction and locate information

## **EXceeding the expected standard -**

### **The pupil can:**

Apply phonic knowledge and skills to read confidently, accurately and fluently

- Recognises and reads all Year 1 and some Year 2 common exception words and words with common suffixes and contractions.
- Enjoys reading for pleasure
- Demonstrates understanding of a wide range of fiction and non-fiction texts
- Recognises sequences of events in simple texts and that non-fiction books can be structured in different ways
- Shows understanding of word meaning through discussion and makes links to those already known
- Checks that texts make sense, applying phonic knowledge to correct inaccuracies
- Makes inferences on what has been read
- Makes simple predictions on the basis of what has been read





# End of Year 1 Writing Assessment Criteria



**Henleaze Infant School**

## **Meeting the expected standard - The pupil can:**

Can spell many Y1 common exception words correctly (See Eng appendix 1).

Uses phonic knowledge and skills from FS and Y1 to make phonetically plausible attempts at spelling new words (phonemically regular)

Writes a series of sentences that are sequenced to form a short narrative (real or fictional e.g. stories, reports, recounts). (Spoken language form acceptable.)

Demarcates some sentences with full stops.

Begins some sentences with capital letters. Uses capital letters for the pronoun I and some proper nouns.

Letters are formed correctly with correct start and finishing points. Letters usually have a regular size, shape and orientation.

Leaves spacing between words

Can use a conjunction 'and' to join 2 clauses, thoughts, ideas etc.

Can use appropriate vocabulary in writing, including some adjectives (should be coherent and sensible)

Can add a suffix (-ing, -ed, -er, -est) to a root word (with no change to root word. Eg, dust-dusting)

## **Working Below the expected standard - The pupil can:**

Can write own first name with appropriate upper and lower case letters (may not be accurate).

Can reread their writing aloud to check for sense

Begins to make phonetically plausible attempts at words, using taught phonemes

Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) correctly

Has an awareness of spaces between words.

Writes some simple irregular words correctly. (eg Phase 2 Tricky words)

Attempts simple forms of writing, (lists, stories, retell etc) producing 3 sentences or more

Can show some control over letter size, shape and orientation in writing.

Can produce own ideas for writing and orally rehearse a sentence ready to write.

Can show some control over word order producing logical statements.

Begins to show awareness of how full stops are used in writing. May be in the wrong places or only one, final full stop.

## **EXceeding the expected standard - The pupil can:**

Can use question marks or exclamation marks to punctuate sentences (when required)

Sequence sentences to form coherent narratives based on fictional and real experiences. This may include some characteristics of narrative writing but the form may not be sustained.

Can use vocabulary appropriate to the subject matter. Some independent inclusion of adjectives for description and effect.

Can use ANY conjunction (other than and) to join 2 clauses, thoughts, ideas etc

Can spell most Y1 common exception words correctly (See Eng appendix 1).

Letters are always correctly formed and have a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate).

Uses spacing between words that reflects the size of letters



# End of Key Stage 1 Maths Assessment Criteria



Henleaze Infant School

## Meeting the expected standard - The pupil can:

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 2s, 5s and 10s.

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.

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 0.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

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.

Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

**Compare, describe and solve practical problems for:**

lengths and heights, mass/weight, capacity and volume, time

**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.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Recognise and name common 2D and 3D shapes and describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## Working Below the expected standard - The pupil can:

Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.

Count, read and write numbers to 10 in numerals.

Use the language of: more than, less than (fewer), most, least and find 1 less and 1 more.

Read and write numbers from 1 to 10 in numerals and words.

Find the total of two groups by combining.

Calculate subtractions through taking away.

Represent addition and subtraction calculations using objects and pictorial representations.

Know and use addition and subtraction number facts to 5 and some facts to 10.

Add and subtract one-digit numbers.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.

Begin to recall doubles and halves of numbers to 5 and Count in multiples of 2 and 10.

Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.

Use the language of measures to make direct comparisons between  $\frac{2}{3}$  objects.

Solve simple measure problems (length, mass/weight, capacity and volume and time) in a practical context using direct comparison and non-standard units.

Recognise and sort coins to £1.

Use language related to time e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Tell the time to the nearest hour.

Recognise and name some common 2D and 3D shapes and sort shapes based on simple properties.

Describe position, direction and movement, including whole, half -turns.

## EXceeding the expected standard - The pupil can:

Demonstrate fluency when counting to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number and when counting in multiples of 2s, 5s and 10s and consistently identify 1 more and 1 less from a given number and use in solving problems.

Identify and represent numbers using increasingly complex representations including the number line.

Consistently use the language of: equal to, more than, less than (fewer), most, least accurately when comparing numbers and expressions.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Recall and use number facts to 20 fluently and use these to derive new unknown facts.

Add and subtract one-digit and two-digit numbers to 20 mentally.

Solve two-step problems that involve addition and subtraction, using concrete objects and pictorial representations.

Solve missing number problems using a wider range of numbers.

Count in 2s, 5s, and 10 from 0 to answer questions involving x facts.

Begin to understand division as the inverse of multiplication and use facts in problem solving.

Recall doubles and halves of numbers to 20.

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.

Recognise, find and name a half and quarter of a length, shape, set of objects or quantity.

Use knowledge of measures in solving problems of increasingly complexity.

Solve more complex problems involving money and other measures including time.

Be able to apply knowledge of measures to other curriculum areas in practical activities.

Compare and sort shapes using 1 criterion and recognise and name common 2-D and 3-D shapes, describing their properties using increasingly sophisticated mathematical vocabulary.

Reason about and solve more complex problems relating to shapes and their properties.

Apply knowledge of position to problem solving across the curriculum and solve more complex problems involving position and movement.



## End of Year 1 Science Assessment Criteria



**Henleaze Infant School**

### **Meeting the expected standard -**

#### **Working scientifically**

**The pupil can, using appropriate scientific language from the national curriculum:**

- ask their own questions about what they notice
- observe changes over time, noticing patterns, grouping and classifying things carrying out simple tests and using secondary sources of information.
- communicate their ideas in a variety of ways.

#### **Science content**

**The pupil can:**

- name and locate parts of the human body, including those related to the senses.
- describe and compare the observable features of animals from a range of groups
- group animals according to where they live and their classification
- describe seasonal changes
- distinguish objects from materials and describe their properties.