

Year 1



Non negotiables and Key skills





At Kemsley Primary Academy and Greenfields Community Primary School we are committed to ensuring that all children have access to a highly engaging curriculum in which they can extend their knowledge and skills. The curriculum of both schools is wide and ensures that children have the opportunity to embed their understanding of new skills in various contexts.

In order to effectively assess our children and to ensure that we differentiate between the core building blocks of learning and the opportunities to widen skills and embed them, we distinguish between our 'non-negotiables' and our key skills.

'Non-negotiables' are designed to identify the essential skills that children need to become confident with ie be able to apply in other contexts. Non-negotiables are set for all year groups and are based on reading, writing, maths and oracy (speaking) skills. There is further depth to our numeracy and literacy curriculums but these are additional to the foundation blocks of the non-negotiables

Through the wider curriculum we also have key skills for all other subjects in each year group.

These objectives and skills for year 1 are outlined in this document. Termly curriculum leaflets will continue to give the context in which these objectives and skills will be taught.

Non Negotiables

Oracy

- Speak clearly and loudly enough to communicate meaningfully
- Ask questions about matters of interest
- Express feelings and ideas when talking about matters of interest
- Start to develop ideas by adding detail to their speech
- Start to understand how to take turns when speaking
- Start to listen to others and respond appropriately
- Join in with imaginative play talking on the role of different familiar characters
- Speak in complete sentences after modelling
- Retell a familiar story in sentences using narrative language
- Recount an event or experience in sentences
- Begin to understand how to change language when speaking to different listeners eg peers and adults

Reading

- Know all phonics expected for year group
- Know which words appear again and again in texts
- Recognise and join in with predictable phrases
- Relate things I need to experiences I have had
- Re-read if something does not make sense
- Re-tell a story with accuracy
- Discuss a book's title and events that take place
- Make predictions about what might happen on the basis of what has been read so far
- Make inferences on the basis of what is being said and done
- Read aloud with pace and expression ie pause at a full stop, raise voice for a question
- Recognise full stops, capital letters, question marks, exclamation marks and ellipsis
- Know why the writer has used different punctuation (as above)
- Know the difference between fiction and non-fiction texts

Writing

- Write clearly demarcated sentences
- Use 'and' to join ideas
- Use conjunctions to join sentences (eg so, but)
- Use standard forms of verbs eg go / went
- Introduce use of capital letters, full stops, question marks, exclamation marks
- Use capital letters for names and personal pronoun 'I'
- Write a sequence of sentences to form a short narrative (as an introduction to writing in paragraphs)
- Use the correct formation of lower case letters—finishing in right place
- Use correct formation of capital letters
- Use the correct formation of digits

Maths

- Count to and across 100, forwards and backwards from any given number
- Read and write numbers to 20 in numerals and words
- Read and write numbers to 100 in numerals
- Say 1 more or 1 less to 100
- Count in multiples of 2, 5 and 10
- Use bonds and subtraction facts to 20
- Add and subtract 1 digit and 2 digit numbers to 20, including zero
- Solve one step multiplication and division using objects, pictorial representation and arrays
- Recognise half and quarter of objects, shape or quantity
- Sequence events in chronological order
- Use language of day, week, month and year
- Tell the time to the hour and half past

Science	Observing closely	Performing tests	Identifying and classifying	Recording findings
Working Scientifically	<ul style="list-style-type: none"> Talk about what they see, touch, smell, hear or taste Use simple equipment to help make observations 	<ul style="list-style-type: none"> Perform a simple test Tell other people about what they have done 	<ul style="list-style-type: none"> Identify and classify what they observe Think of some questions to ask Answer some scientific questions Give simple reasons for their answers Explain what they have found out 	<ul style="list-style-type: none"> Show their work using pictures, labels and captions Record their findings using standard units Put some information in a chart or table

History	Chronological understanding	Knowledge and interpretation	Historical enquiry
	<ul style="list-style-type: none"> Put up to three objects in order Use words and phrases like old, new, long time ago Talk about things that happened when little Recognise a story that is read to them that may have happened a long time ago Retell a familiar story set in the past Explain how changed since born 	<ul style="list-style-type: none"> Appreciate that some famous people have helped our lives be better today Recognise that we celebrate certain events such as bonfire night because of what happened many years ago Understand that we have a Queen who rules us and that Britain has had a King or Queen for many years Begin to identify the main differences between old and new objects Identify objects from the past, such as vinyl records 	<ul style="list-style-type: none"> Ask and answer questions about old and new objects Spot old and new things in a picture Answer questions using an artefact / photograph provided Give a plausible explanation about what an object was used for in the past

Music	Performing	Composing	Appraising
	<ul style="list-style-type: none"> Use their voice to speak / sing / chant Join in with singing Use instruments to perform Look at their audience when they are performing Clap short rhythmic patterns Copy sounds 	<ul style="list-style-type: none"> Make different sounds with their voice Make different sounds with instruments Identify changes in sounds Change the sound Repeat (short rhythmic and melodic) patterns Make a sequence of sounds Show sounds by using pictures 	<ul style="list-style-type: none"> Respond to different moods in music Say how a piece of music makes them feel Say whether they like or dislike a piece of music Choose sounds to represent different things Recognise repeated patterns Follow instructions about when to play or sing

Geography	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<ul style="list-style-type: none"> • Say what they like about own locality • Sort things into like and don't like • Answer some questions using different resources, such as books, the internet and atlases • Think of a few good questions to ask about a locality • Answer questions about the weather • Keep a weather chart 	<ul style="list-style-type: none"> • Tell someone own address • Explain the main features of a hot and cold place • Describe a locality using words and pictures • Explain how the weather changes with each season • Name the key features associated with a town or village eg church, farm, shop, house 	<ul style="list-style-type: none"> • Begin to explain why they would wear different clothes at different times of the year • Tell something about the people who live in hot and cold places • Explain what might wear if live if a very hot or very cold place 	<ul style="list-style-type: none"> • Identify the four countries making up the United Kingdom • Name some of the main towns and cities in the United Kingdom • Point out where the Equator, north pole and south pole are on a globe or atlas

Computing	Algorithms and Programs	Data retrieving and organising	Communicating
	<ul style="list-style-type: none"> • Create a simple series of instructions— left and right • Record routes • Understand forwards, backwards, up and down • Put two instructions together to control a programmable toy • Begin to plan and test a Bee-bot journey 	<ul style="list-style-type: none"> • Capture images with a camera • Print out a photograph from a camera with some help • Record a sound and play it back • Enter information into a template to make a graph • Talk about the results shown on a graph 	<ul style="list-style-type: none"> • Recognise what an email address looks like • Join in sending a class email • Use the @ key and type an email address • Word process ideas using a keyboard • Use the spacebar, back, space, enter, shift and arrow keys • Print out a page from the internet
	Using the internet	Databases	Presentation
	<ul style="list-style-type: none"> • Not applicable in KS1 	<ul style="list-style-type: none"> • Not applicable in KS1 	<ul style="list-style-type: none"> • Not application in KS1

Art	Drawing	Painting	Printing	Sketch books
	<ul style="list-style-type: none"> Communicate something about themselves in their drawing Create moods in their drawings Draw using pencil and crayons Draw lines of different shapes and thickness using 2 different grades of pencils 	<ul style="list-style-type: none"> Communicate something about themselves in their painting Create moods in their paintings Choose to use thick and thin brushes as appropriate Paint a picture of something they can see Name the primary and secondary colours 	<ul style="list-style-type: none"> Print with sponges, vegetables and fruit Print on to paper and textile Design own printing block Create a repeating pattern 	<ul style="list-style-type: none"> Not applicable in year 1

	3D / Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> Add texture by using tools Make different kinds of shapes Cut, roll and coil materials such as clay, dough or plasticine Sort thread and fabrics Group fabrics and thread by colour and texture 	<ul style="list-style-type: none"> Cut and tear paper and card for collages Gather and sort the materials they will need 	<ul style="list-style-type: none"> Use a simple painting program to create a picture Use tools like fill and brushes in a painting package Go back and change / edit a picture 	<ul style="list-style-type: none"> Describe what they can see and like in the work of another artist / craft maker / designer

Languages	Listening and responding	Speaking	Reading and responding	Writing
	<ul style="list-style-type: none"> Understand simple classroom commands Understand short statements Understand simple questions Understand clearly spoken speech 	<ul style="list-style-type: none"> Answer with a single word Answer with a short phrase 	<ul style="list-style-type: none"> Read and understand a single word 	<ul style="list-style-type: none"> Copy a single word correctly Label items Choose the right words to complete a phrase Choose the right words to complete a short sentence

Dance	
	<ul style="list-style-type: none"> Explore and perform basic body actions Use different parts of the body singly and in combination Show some sense of dynamic, expressive and rhythmic qualities in their own dance Choose appropriate movements for different dance ideas Remember and repeat short dance phrases and simple dances Move with control Vary the way they use space Describe how their lungs and heart work when dancing Describe basic body actions and simple expressive and dynamic qualities of movement

PE	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered separately)
	<ul style="list-style-type: none"> Copy actions Repeat actions and skills Move with control and care 	<ul style="list-style-type: none"> Talk about what they have done Describe what other people did 	<ul style="list-style-type: none"> Describe how their body feels before, during and after an activity 	<ul style="list-style-type: none"> Move to music Copy dance moves Perform some dance moves Make up a short dance Move around the space safely
	Games	Gymnastics	Athletics	Outdoor/ Adventurous
	<ul style="list-style-type: none"> Throw underarm Roll a piece of equipment Hit a ball with a bat Move and stop safely Catch with both hands Throw in different ways Kick in different ways 	<ul style="list-style-type: none"> Make their body tense, relaxed, curled and stretched Control their body when travelling Control their body when balancing Copy sequences and repeat them Roll in different ways Travel in different ways Balance in different ways Climb safely Stretch in different ways Curl in different ways 	<ul style="list-style-type: none"> Not applicable at KS1 	<ul style="list-style-type: none"> Not applicable at KS1

DT	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and product
	<ul style="list-style-type: none"> Think of some ideas of own Explain what want to do Use pictures and words to plan 	<ul style="list-style-type: none"> Explain what they are making Explain which tools they are using 	<ul style="list-style-type: none"> Describe how something works Talk about own work and things that other people have done

	Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
	<ul style="list-style-type: none"> Cut food safely Describe the texture of foods Wash hands and make sure that surfaces are clean Think of interesting ways of decorating food that have made eg cakes 	<ul style="list-style-type: none"> Describe how different textiles feel Make a product from textiles by gluing 	<ul style="list-style-type: none"> Make a product which moves Cut materials using scissors Describe the materials using different words Say why chosen moving parts 	<ul style="list-style-type: none"> Make a structure / model using different materials Ensure that work is tidy Make their model stronger if it needs to be 	<ul style="list-style-type: none"> Not applicable at KS1

E-Safety

Knowledge and Understanding

- Understand the different methods of communication (eg email, online forums etc)
- Know to only open email from a known source
- Know the difference between email and communication systems such as blogs and wikis
- Know that websites sometimes include pop-ups that take the user away from the main site
- Know that bookmarking is a way to find safe sites again quickly
- Begin to evaluate websites and know that everything on the internet is not true
- Know that it is not always possible to copy some text and pictures from the internet
- Know that personal information should not be shared online
- Know to tell a trusted adult immediately if anyone tries to arrange a meeting via the internet

Skills

- Follow the school's safer internet rules
- Use the search engines agreed by the school
- Act if find something inappropriate online or something unsure of (including identifying people who can help, minimising the screen; online reporting)
- Use the internet for learning and communicating with others, making choices when navigating through sites
- Send and receive email as a class
- Recognise advertising on websites and learn to ignore it
- Use a password to access the secure network

