



St Ann's Well Academy

A L.E.A.D. Academy

# Year One Curriculum Objectives.

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## English

<b>Transcription – Spelling</b>
Words containing each of the 40+ phonemes already taught
Common exception words
The days of the week
Naming the letters of the alphabet in order
Using letter names to distinguish between alternative spellings of the same sound
Using the spelling rule for adding –s or –es as the plural marker for nouns (including the effect on meaning) and the third person singular marker for verbs
Using the <b>prefix un</b> , and understand how it changes the meaning of verbs and adjectives.
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
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]
Spelling requirements from NC Appendix 1.
<b>Handwriting</b>
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.
<b>Composition</b>
<i>Write sentences by:</i>
<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> </ul>
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.
<b>Punctuation</b>
Separation of <b>words</b> with spaces
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>
Capital letters for names, the personal <b>pronoun</b> ‘I’, people, places and days of the week.
<b>Grammar – Word Level</b>
Understand <b>adjective</b> as a describing word.
Understand <b>noun</b> as a naming word for a person, place or thing.
Understand <b>verb</b> as an action word.
<b>Grammar – Sentence Level</b>
How <b>words</b> can combine to make <b>sentences</b>
Joining <b>words</b> and joining <b>clauses</b> – and, but, because
Use <b>fronted adverbials</b> and <b>prepositions</b> of time and place.
Use <b>adjectives</b> and <b>verbs</b> to make sentences more interesting.
<b>Grammar – Text Level</b>
Sequencing <b>sentences</b> to form short narratives

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Begin to write under <b>headings and sub-headings</b> .
<b>Spoken Language (Same objectives for years 1-6)</b>
Listen and respond appropriately to adults and their peers
Use relevant strategies to build their vocabulary
Ask relevant questions to extend their understanding and knowledge
Articulate and justify answers, arguments and opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others
Select and use appropriate registers for effective communication.
<b>Reading – Word Reading</b>
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
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
Re-read these books to build up their fluency and confidence in word reading.
<b>Reading - Comprehension</b>
<i><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></i>
<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>
<ul style="list-style-type: none"> <li>• Being encouraged to link what they read or hear read to their own experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>
<ul style="list-style-type: none"> <li>• Recognising and joining in with predictable phrases</li> </ul>
<ul style="list-style-type: none"> <li>• Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>
<ul style="list-style-type: none"> <li>• Discussing word meanings, linking new meanings to those already known</li> </ul>
<i><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></i>
<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>
<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
<ul style="list-style-type: none"> <li>• Discussing the significance of the title and events</li> </ul>
<ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done</li> </ul>

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<ul style="list-style-type: none"><li>• Predicting what might happen on the basis of what has been read so far</li></ul>
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.

Yellow – Non-stat NC Content

## Maths Objectives

<b>Counting and Ordering</b>
Count to and across 100, forwards & backwards from any number.
<b>Numbers and more/less</b>
Read & write numbers to 20 in digits & words.
Read & write numbers to 100 in digits.
Say 1 more/1 less to 100.
<b>Tables and Multiples</b>
Count in multiples of 1, 2, 5 & 10.
<b>Bonds and Facts</b>
Know bonds to 10 by heart.
Use bonds & subtraction facts to 20.
<b>Place Value and Rounding</b>
Recognise TU in any 2-digit number.
<b>Calculations +/-</b>
Add & subtract: 1 digit & 2-digit numbers to 20, including zero.
Add any three 1-digit numbers with a total up to 20.
<b>Calculations x/÷</b>
Solve simple multiplication & division with apparatus & arrays.
<b>Fractions and Percentages</b>
Recognise half and quarter of object, shape or quantity.
<b>Time</b>
Sequence events in order.
Use language of day, week, month and year.
Tell time to hour & half past.
<b>Shape</b>
Describe properties of 2D and 3D shapes.
Compare and sort 2D and 3D shapes.
<b>Measures</b>
Measure and record the following: - length and heights - mass and weights - capacity and volumes - time (hour, minutes, seconds).
Recognize and know the value of 1p-£1 coin.
<b>Algebra</b>
Find the next number in the sequence which increases/decreases at the same rate.

## Science Objectives.

<b>Plants</b>
I can identify and name a variety of common wild and garden plants.
I can identify and name a variety of deciduous and evergreen trees.
I can identify and describe the basic structure of a variety of common flowering plants, including trees.
<b>Animals, including humans</b>
I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
I can identify, name, draw and label the basic parts of the human body.
I can say which part of the body is associated with each sense.
<b>Everyday materials</b>
I can distinguish between an object and the material from which it is made.
I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
I can describe the simple physical properties of a variety of everyday materials.
I can compare and group together a variety of everyday materials based on their simple physical properties.
<b>Seasonal changes</b>
I can observe changes across the 4 seasons.
I can observe and describe weather associated with the seasons and how day length varies.
<b>Working Scientifically</b>
Questioning – I can ask simple questions about the world around us.
Questioning – I know that questions can be answered in different ways.
Observing – I can observe closely, using simple equipment with help.
Observing – I can say what I need to measure.
Observing – I can use simple equipment to make measurements.
Observing – I can observe changes over time.
Investigations – I can perform a simple test.
Identifying and classifying – I can begin to identify and compare a variety of objects, materials and living things.
Identifying and classifying – I can begin to sort and group a range of objects, materials and living things.
Recording data – I can collect simple data.
Recording data – I can record data in a table my teacher has provided.
Recording data – I can draw and label simple diagrams.
Recording data – I can talk about what I have found out.

## Art Objectives.

<b>Painting</b>
I can hold a paintbrush effectively.
I can explore using a variety of sized brushes.
I am beginning to adhere to paintbrush care regime.
<b>Colour theory</b>
I can name the Primary Colours and explain why they are unique.
I can explore mixing Primary Colours.
I know Primary Colour combinations to make Secondary Colours.
<b>Autumn Unit - Portraits</b>
I understand what a self portrait is.
I can create a simple representation of myself (hair colour, eye colour, skin tone).
<b>Spring Unit – Drawing line</b>
I can draw a variety of lines.
I understand and apply my knowledge of pattern.
<b>Summer Unit -Sculpture</b>
I can use a variety of materials according to their aesthetics.
I can explore changing materials (paper) form to create a desired effect.

## Computing Objectives.

<b>Information Technology – Word Processing</b>
I can write a sentence (with support)
I can use two fingers to enter text
I can use the space bar
I can use the backspace delete key
I can use the shift key to put in a capital letter
I can use the enter key
I understand word wrap (that text will automatically move onto the next line)
<b>Computer Science - Programming</b>
I understand that programs execute by following clear instructions
I understand the fact that programs respond to inputs to do different things
I can combine start up and input events to create more advanced apps and programs
I can give precise instructions
<b>Finding Things Out</b>
I understand that information comes from a variety of sources
I understand that computers use icons to provide information and instructions
I can talk about websites I have been on.
<b>E-Safety</b>
I understand our school's e-safety code of conduct.
I understand that I can find a range of information from the internet.
I can navigate age-appropriate websites.
I know what to do if I find something inappropriate online.
I know that the internet can be used to communicate with other people
I understand that we should respect the work of others which is stored or presented electronically

## Design and Technology Objectives.

### Joining Methods.

<b>Design</b>
I can develop my design ideas by applying my findings from earlier research.
I can draw a simple design onto a template.
I can talk about the features and the function of an object (coat).
<b>Make</b>
I can make my design using appropriate techniques (cut and join textiles).
I can use tools (scissors) to cut and shape fabric.
I can assemble and join materials using a variety of temporary methods e.g. glue, cello tape etc.
I can use simple finishing techniques to improve the appearance of my design.
<b>Evaluate</b>
I can evaluate my product by discussing how well it works against its purpose.
I can identify any strengths and possible changes I might make.

## Geography Objectives.

<b>Locational knowledge</b>
I can name and locate the world's 7 continents.
I can name and locate the world's 5 oceans.
I can locate the United Kingdom on a map and a globe.
I can locate the Arctic and Antarctic on a map and a globe.
I can name, locate and identify characteristics of the 4 countries of the United Kingdom.
I can name and locate the capital cities of the United Kingdom.
I can name the surrounding seas of the United Kingdom.
I can name, locate and identify characteristics of the 4 countries of the United Kingdom.
<b>Place knowledge</b>
I can identify similarities and differences between the features of the two localities – St Ann's and the Arctic.
<b>Human and physical geography</b>
I can use basic geographical vocabulary to describe key physical features, including beach, coast, forest, mountain, sea, river, season: weather.
I can use basic geographical vocabulary to describe key human features, including city, town, village, factory, farm, house and shop.
I can identify the key human and physical features in the local area e.g. school, houses, road, shops, parks and amenities, hills etc.
I can identify the four seasons (Autumn, Winter, Spring and Summer).
I can explain the weather associated with each season.
I can locate cold areas of the world in relation to the Equator and the North and South Poles.
<b>Geographical skills and fieldwork</b>
I can use (simple compass directions) and locational language (for example near, far, up, down, left, right, forward and backwards) to describe the location of features on a map.
I can use the information from a walk in the local area to create a memory map to show the journey.
I can carry out a simple survey (data collection) linked to physical features in the local areas e.g. How many shops there are near the school, how many bus stops are there close to the school.
I can draw a simple map – e.g. Map of the school grounds.
Representing – I can add own symbols on a map to represent the things I know and have seen (use the local walk and memory map to support – focus is use of symbols not accuracy of them).
Using – I can use a simple picture map to move round the school e.g. Go to different places around the school – recognise that a map is about a place.
I can use aerial photographs to help me identify key physical and human features.
Perspective – I can make a simple plan of my classroom.

## History Objectives.

<b>Chronological understanding</b>
I can sequence events that have happened in my life.
I can sequence life events, including things that may happen in the future.
I can identify similarities and differences between ways of life in different periods.
I can sequence 3 or 4 artefacts from distinctly different periods of time.
I can match objects to people of different ages.
I can use common words and phrases relating to the passing of time.
I can use vocabulary of time e.g. before, after, a long time ago and more recent.
<b>Range and depth of historical knowledge</b>
I can recognise the difference between past and present in my own and others' lives.
I know and can recount episodes from stories about the past.
<b>Interpretations of history</b>
I can distinguish between fact and fiction in stories.
Compare adults talking about the past – I understand that memories can be unreliable and can change over time.
<b>Historical enquiry</b>
I am beginning to understand what a source is (where I can get information from).
I can ask questions I would like the answers to.
I can find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)
<b>Historical Study</b>
I know about Usain Bolt and how he contributed to national achievements.
Significant historical events people - I know and can recall the story about Robin Hood.
Significant historical events places in their own locality – I know some facts about Nottingham Castle
I know where Nottingham Castle is.
I know what a castle is.
I can name parts of a castle and describe what they are used for.

## R.E. Objectives.

<b>Autumn 1 – Does God want Christians to look after the world</b>
I know the Christian Creation story and talk about it.
I can express an opinion about the Christian belief about creation.
I can identify similarities and differences between ways of life in different periods.
I am beginning to express opinions of right and wrong (linked to caring of the world / environment around us).
I can express my own ideas, opinions or knowledge using words, music, art or poetry.
<b>Autumn 2 – What gifts might Christians in my town have given Jesus if he had been born there rather than Bethlehem.</b>
I know some of the Christmas story.
I understand that Jesus was special to Christians.
I can say how Christians remember and celebrate the Christmas story today.
I can express my own ideas, opinions or knowledge using words, music, art or poetry.
<b>Spring 1 – Was it always easy for Jesus to show friendship?</b>
I can retell and suggest meanings to some religious and moral stories.
I understand that the stories came from a special (sacred) writing and source of wisdom (the Bible).
I can express my own ideas, opinions or knowledge using words, music, art or poetry.
<b>Spring 2 – Why was Jesus welcomed like a king or celebrity by the crowd on Palm Sunday?</b>
I know some parts of the Easter story.
I can recognise some symbols in the story.
I can express my own ideas, opinions or knowledge using words, music, art or poetry.
<b>Summer 1 – Is Shabbat important to Jewish children?</b>
I know about the celebration of Shabbat.
I can name some of the things that are special to Jewish people during Shabbat and explain why.
I know that a synagogue is a building in which Jews meet for religious worship or instruction.
I can express my own ideas, opinions or knowledge using words, music, art or poetry.
<b>Summer 2 – Are Rosh Hashanah and Yom Kippur important to Jewish children?</b>
I know some facts about either Rosh Hashanah or Yom Kippur.
I can recognise some of the symbols used at Chanukah and start to explain them.
I can express my own ideas, opinions or knowledge using words, music, art or poetry.

## Music Objectives.

<b>Listening</b>
I can begin to focus on one piece of music.
I can hear a difference between two instruments.
I can begin to recognise specific instruments within a piece of music.
I can share my opinions and thoughts with the class regarding a piece of music.
I can hear, remember and act on musical cues.
<b>Dynamics</b>
I can recognise loud and quiet sounds.
I can demonstrate loud and quiet sounds using my body.
I can apply my knowledge of dynamics on my own and as a group.
<b>Tempo</b>
I can recognise slow and quick phrases.
I can demonstrate slow and quick phrases using my body and voice.
I can apply my knowledge of tempo on my own and as a group.
<b>Pitch</b>
I can recognise high and low sounds.
I can demonstrate high and low phrases using my body and voice.
I can apply my knowledge of pitch on my own and as a group.
<b>Contrast</b>
I can recognise smooth and jumpy phrases.
I can demonstrate smooth and jumpy phrases using my body and voice.
I can apply my knowledge of contrast individually and as a group.
<b>Pulse</b>
I am beginning to recognise the pulse of a piece of music.
I am beginning to keep to a pulse.
<b>Performance</b>
I am beginning to name a range of untuned instruments.
I know how to hold a range of untuned instruments.
I understand that different instruments are played differently.
I am beginning to know which my left and right hand is.

## P.E. Objectives

<b>Personal - Stay on Task</b>
I can follow instructions.
I can practice safely.
I can work on simple tasks by myself.
<b>Social - Understand Others</b>
I can work sensibly with others.
I can take turns and share.
<b>Cognitive - Observe and Describe</b>
I can understand and follow simple rules.
I can name some things I am good at.
<b>Physical - Perform Single Skills</b>
I can perform single skill or movement with control.
I can perform a range of skills.
I can link two movements together.
<b>Creative - Explore and Describe</b>
I can explore and describe different movements.
<b>Health and Fitness - Explain Benefits of Exercise</b>
I am aware of why exercise is important to good health.
<b>Hand Ball</b>
<b>Pass and Receive</b> - I can send and receive a ball in a variety of ways.
<b>Shoot</b> - I can shoot a variety of balls towards different sized targets.
<b>Move</b> - I can demonstrate agility, balance and coordination when moving in a variety of ways.
<b>Basketball</b>
<b>Pass and Receive</b> - I can send and receive a ball in a variety of ways.
<b>Shoot</b> - I can shoot a variety of balls towards different sized targets.
<b>Move</b> - I can demonstrate agility, balance and coordination when moving in a variety of ways.
<b>Hockey</b>
<b>Pass and Receive</b> - I can send and receive a ball in a variety of ways and begin to use a hockey stick.
<b>Shoot</b> - I can hit the ball with a hockey stick to a hit a simple target.
<b>Move</b> - I can demonstrate agility, balance and coordination when moving in a variety of ways.
<b>Tennis</b>
<b>Serving</b> - I can throw a ball, bean bag and other objects underarm and overarm to hit a target.
<b>Sending and Receiving</b> - I can throw a ball and other objects with a bounce to a partner and back.
<b>Movement and Gameplay</b> - I can move my body to make it easier to catch and throw a ball between a partner.
<b>Tag Rugby</b>
<b>Pass and Receive</b> - I can pass and receive a variety of different balls and objects.
<b>Attack</b> - I beginning to find a space and move around others confidently.
<b>Defend</b> - I can chase and 'tag' others safely in simple games.

Year One Curriculum Objectives.

<b>Athletics</b>
<b>Run</b> - I can accelerate to run at speed for 20ms, jump over obstacles when running and sustain a run for 4minutes.
<b>Throw</b> - I can throw using good technique a shotput (beanbag) and do a chest push.
<b>Jump</b> - I can do a simple standing long jump, jump over short obstacles and jump as high as I can.
<b>Dance</b>
<b>Performance and musically</b> - I am beginning to move my body with music to an audience.
<b>Choreography</b> - I can follow a simple sequence with linked movements.
<b>Movement and expression-speed, levels and shape</b> - I can move confidently to a range of different types of music.