

# What Will My Child Learn In Year 1?

If your child is about to begin Year 1, or is currently working in that year, you might be wondering what they will be learning.

This can depend on the school, your child and the time of year, however this document is meant as a general guide, covering the sorts of things that your child might be working on.

## English

### Reading

- Most Year 1 children will begin Phase 5 of a scheme known as 'Letters and Sounds' to help them become more confident and fluent readers.
- If working on Phase 5, your child will learn different ways of spelling phonemes (sounds). A grapheme is a letter or group of letters representing a sound.

| Phase 5  |                 |               |                  |              |                         |           |
|--|-----------------|---------------|------------------|--------------|-------------------------|-----------|
| <b>New grapheme</b>  |                 |               |                  |              |                         |           |
| ay (day)   | ou (out)        | ie (tie)      | ea (east)        | oy (boy)     | ir (girl)               | ue (blue) |
| wh (when)  | ph (photo)      | ew (new)      | oe (toe)         | au (Paul)    | aw (saw)                |           |
| <b>Split digraphs</b> (where the grapheme of the sound is split by another letter) |                 |               |                  |              |                         |           |
| a-e (make)   | e-e (these)     | i-e (like)    | o-e (home)       | u-e (rule)   |                         |           |
| <b>New Pronunciations for known letters</b>  |                 |               |                  |              |                         |           |
| i (fin, find)  | o (hot, cold)   | c (cat, cent) | g (go, giant)    | u (but, put) | ow (cow, blow)          |           |
| ou (out, shoulder, could, you)   |                 |               | er (farmer, her) |              | y (yes, by, very)       |           |
| ie (tie, field)  | ea (eat, bread) |               | a (hat, what)    |              | ch (chin, school, chef) |           |

- Using their phonics (sounds of the letters), children will be blending sounds in words which aren't familiar to them. Children will also practise reading a list of 'tricky' words: oh, their, people, Mr, Mrs, looked, called, asked and could.
- Children may work on reading words with different endings, known as suffixes, such as: -s, -es, -ing, -ed, -est and -er.
- Pupils might also learn to read words containing contractions (shortened forms) such as: I'm, I'll and she'd, understanding which letters the apostrophe stands in for e.g I am - I'm, I will - I'll and she would - she'd.
- As soon as your child is confident with the Year 1 programme, they will move onto the Year 2 programme.

### Reading Comprehension

- This is all about your child understanding what they are reading, or listening to. In order to help your child become really confident with comprehension, they will be exposed to a range of books they can read and books they will have read to them (above their current reading level).
- They may be encouraged to make predictions about whether the book is fiction, non-fiction (factual) or poetry, what the book might be about, character's actions or speech, and the ending.
- Children will also work on using inference skills to aid their understanding of what they are reading. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.

- Your child might also become very familiar with fairy stories (Cinderella) and traditional tales (The Three Little Pigs), retelling them in their own words and understanding their special features such as characters (good and bad) and story structure (opening, problem, resolution and happy ending).
- Children will also be encouraged to use vocabulary and structure from various texts they have read in their own writing such as 'Once upon a time'..., 'In a land far away'..., ... 'and they lived happily ever after'.
- Children might learn rhymes and poems off by heart and also be encouraged to say whether or not they like the text, giving reasons why.

### Writing and Spelling

- Children will learn to spell words such as the common 'tricky' words listed above, and the days of the week too.
- Spelling rules for adding suffixes such as -s and -es may also be introduced to make the plural form of nouns or to aid writing in the third person, e.g He goes, She leaves.
- In addition to this, children will learn how to add endings to verbs and adjectives such as: -ing, -ed, -er and -est.
- Children might also learn spellings when adding prefix un- to the start of a word. (A prefix is a group of letters added to the beginning of a word which changes the meaning of the word).
- By the end of Year 1, your child may be able to say and write out the alphabet and use letter names to refer to different letters.
- Children will practise writing simple sentences dictated by the teacher which contain the 'tricky' words and the phonemes (sounds) learned so far.

### Handwriting

- The best suggested pencil grip to help your child write comfortably and accurately is often referred to as 'froggy fingers'. (As shown here).
- Children might work on forming lower case letters in the right direction, starting and finishing in the right place. Children must be able to write capital letters in Year 1 and form digits to 9 correctly.



### Writing - Composition

- Children are encouraged to say what they will write before actually writing it in order to plan ideas in their head first. They will practise sequencing their sentences correctly and be encouraged to re-read their work as they go to check that it makes sense.

### Writing - Vocabulary, Grammar and Punctuation

- Generally, most children in Year 1 will be learning how to use joining words such as 'and', 'but' and 'because' to join two ideas together to extend their sentences.
- Children will also be reminded to use capital letters for names (including places, days of the week and months of the year), in order to punctuate the beginning of a sentence and when writing about ourselves, using 'I'.

- Other punctuation such as full stops, question marks (?) and exclamation marks (!) will be taught when writing in sentences.

# Maths

## Number - Number and Place Value (Tens and Ones)

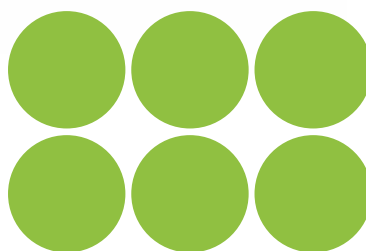
- Most children in Year 1 will be ready to learn how to count to 100 both forwards and backwards from any given number. They might also begin to learn how to read and write numbers to 100 in digits (e.g knowing that 34 is thirty four) and count in steps of 2, 5 and 10.
- Pupils will learn to say the number that is one more or less than any number to 100 and will become familiar with vocabulary such as: equal to, more than, less than, fewer, least and most, in order to answer questions containing this type of vocabulary, particularly in mental maths activities.
- Children may also start writing number words to 20 (e.g eight, thirteen etc) and order numbers using vocabulary such as first, second, third etc.

## Number - Addition and Subtraction

- In Year 1, most children are taught to recognise the following symbols: +, - and = and number bonds to 10 and 20 (these are both addition and subtraction number pairs which make 10 and 20, e.g  $4 + 6 = 10$ ,  $10 - 6 = 4$ ,  $14 + 6 = 20$  and  $20 - 6 = 14$ ). Number bonds are a great way of helping calculate quickly.
- Your child may work on adding and subtracting one digit and two digit numbers to 20, including as part of solving simple problems. Your child might be given missing number problems to see if they can apply their knowledge of number bonds, e.g  $20 - ? = 8$  or  $3 + ? = 10$ .
- They will most likely be exposed to the following vocabulary often found in word problems: total (+), altogether (+), add, take away, difference between (-), distance between (-), less than (-) and more than (+). This will help your child to become familiar with what a word problem is actually asking them to do in order to find out the answer.

## Number - Multiplication and Division.

- Children may use arrays to learn about what multiplication actually is. The array below can help us to solve two multiplication calculations:  $3 \times 2 = 6$  (3 lots of 2) or  $2 \times 3 = 6$  (2 lots of 3).



- Most Year 1 children will begin to double small numbers and quantities and look out for number patterns in the 2, 5 and 10 times tables, e.g all multiples of 2 end in an even number, multiples of 5 end in only 5 or 0.
- To help introduce division, children might practise sharing and grouping small quantities. For example, if trying to solve  $15 \div 3$ , we could share 15 counters into 3 separate piles and see how many are in each. Alternatively, we could group the 15 counters into piles of 3 and see how many are in each, either method will give the same answer.
- From here, children will begin to solve simple multiplication and division word problems using objects, pictures and arrays to help them.

## Number - Fractions

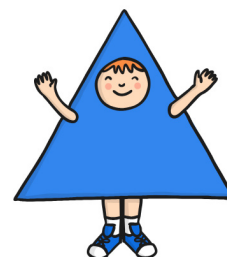
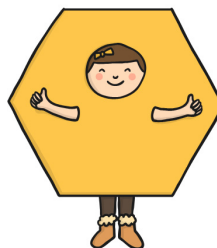
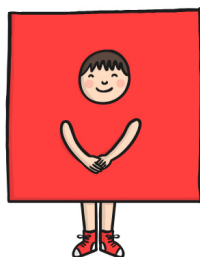
- In Year 1, your child may learn to spot and name one half of objects or numbers, understanding that this is one of two equal parts. This will be extended to a quarter (one of four equal parts) and from here, children might be solving problems involving finding fractions of amounts of things, e.g what is  $\frac{1}{2}$  of 8 sweets?

## Measurement

- Your child may have already been exposed to much of the following vocabulary however this is likely to be revised in Year 1 to ensure children are secure: tall/short, double/half, long/short and longer/shorter in order to compare and describe lengths and heights using centimetre or metre rulers.
- Similarly, children will need to be familiar with the following vocabulary related to mass (also known as weight): heavy/light, lighter than, heavier than, using weighing scales to make comparisons and capacity (also known as volume): full/empty, half, half full, quarter full, more than, less than, using a variety of different containers.
- Finally, time – slower, quicker, earlier and later. Once children are familiar with this vocabulary they will begin to learn the standard units of measurements related to each concept and what their abbreviations stand for e.g mm, cm, m, g, kg, ml, l, second, minute and hour.
- Children should know what the various coins and notes are worth in relation to each other, for example 50p is worth more than a 2p coin however a 2p coins is worth more than a 1p coin because this is double that amount.
- Children may also practise correctly sequencing events using vocabulary such as yesterday, tomorrow, morning, afternoon, evening, before, after, next, first and today.
- In addition to this, your child may begin to learn and sequence the days of the week and months of the year.
- Finally, your child will work on time in order to build their confidence with telling the time to the nearest hour and half hour. They may practise this by drawing hands on clocks.

## Geometry - Shape

- Your child may already be familiar with some shape names by the time they enter Year 1 however the teacher may check they are secure in their understand that 2D shapes are flat, whereas 3D shapes are not.
- They may be exposed to all the different 2D and 3D shape names, looking for these in the word around them and labelling them.
- Your child will need to remember that a shape may be a square however it may be shown in a different orientation such as sitting on its corner rather than on its side. Another similar learning point would be that a cuboid can be taller or shorter than another.



## Geometry - Position and Direction

- Does your child understand the following vocabulary: right and left, top, middle and bottom, on top, in front, between, above, near, around, close and far, forwards, backwards, up and down, inside and outside. Hopefully by the end of Year 1, this will be secure and children may have also learned how to make a full, half, quarter turn and three-quarter turn in both directions (linking this with the hands of a clock).

# Science

## Working Scientifically

- Science is a great way of finding out about the world around us. In lessons, children are encouraged to raise questions about the world around them and from this, take part in a scientific enquiry, learning different ways in which they can answer their initial question. This strand of the Science curriculum is known as 'working scientifically' through which all topics are taught.
- During an investigation, your child may compare living things, materials or objects and group them accordingly. They may also observe how things change over time and look for patterns, making simple measurements to gather and record data. They will have the opportunity to discuss what they found out and answer their initial question.



## Everyday Materials

- In Year 1, your child might work on identifying what different objects are made from including glass, plastic, metal, wood, paper, brick and rock.
- Children will also learn to describe these materials using the following vocabulary: stretchy/stiff, hard/soft, shiny/dull, bendy/not bendy, rough/smooth, absorbent/not absorbent, and waterproof/not waterproof.
- Children might practise grouping materials depending on their properties or investigate how some materials can be changed through bending, heating, cooling or twisting. Another fun activity is investigating the best material for items such as a waterproof coat or curtains and they putting the chosen material to the test!

## Animals, Including Humans

- In Year 1, children might learn about animals, including humans. Many children are shocked to find out that we are in fact, animals too!
- Work may involve naming different animals, grouping them into categories such as birds, fish, amphibians, reptiles, mammals and invertebrates depending on their features and learning whether these animals are meat eaters (carnivores), plant eaters (herbivores), or both (omnivores).
- Children might also investigate the habitat of animals in your local area.
- Pupils in Year 1 may also learn to point to, draw, name and label different parts of the body and how they link to the different senses. Helpful vocabulary includes: head, arms, neck, legs, knees, elbows, eyes, ears, face, mouth, teeth.

## Seasonal Changes

- Your child might work on naming and identifying the changes which occur in each of the four seasons.
- In addition to this, children may investigate how the length of the day can vary at different times of the year.

# Art and Design

Children will be encouraged to get creative, try out new ideas and improve their work. They may investigate the works of an artist, crafts person or designer at some point in the year too.

## Digital Media

- Children are encouraged to be as technologically savvy as possible these days and this even links into art!
- Children may record artistic inspirations using digital cameras and video recordings.
- Using simple graphic packages, children may be taught how to create images by changing line, shape, colour and texture.

## Printing

- Your child may be given the opportunity to do some printing which is great fun!
- They might investigate the effects of printing with a range of different materials such as potatoes, sponges, pine cones, or anything that makes an interesting textured pattern.
- Your child may experiment with other printing methods such as using rollers, printing palettes and printing blocks.
- They may go on a pattern walk investigating different patterns around them in their local environment and taking rubbings with wax crayons where possible.

## 3D Sculpture

- Children may be exposed to different malleable materials, such as clay, to investigate how they can be joined together and textured.

## Textiles

- In Year 1, your child may work on cutting and shaping different types of material with control and accuracy.
- They might learn some basic sewing skills (running stitch and over stitch) including attaching fabrics, or adding decorations such as beads or buttons.
- Children may compare and contrast fabrics and threads by texture, colour, shape and length, investigating how to change them by knotting, fraying or plaiting for example.
- Children might get the opportunity to investigate dyeing fabrics and weaving using different materials such as twigs, pipe cleaners, ribbon or carrier bags.

## Painting

- Your child may be given the opportunity to use a variety of different brush sizes and types in order to see what effects they create. This way children find out for themselves the type of brush they need for a specific purpose.
- Colour matching to a particular object can be a tricky task and your child may get more practise with this. They may also work on a variety of different scales, choosing the appropriate brush type and size.
- Depending on what schools have available to them, your child may learn about different paint types such as water colour and acrylic.
- In Year 1, children will be expected to know the primary and secondary colours and may also investigate what happens when different materials are added to paint such as sand, glue or glitter.

## Drawing

- In Year 1, your child may use all or a selection of the following: pencils, charcoal, crayons, pastels, rubbers, felt tips and chalk in order to investigate their effects on different textured surfaces.
- Children are encouraged to make careful observational drawings and investigate the tone of their lines by creating darker/lighter shades using different materials.



## Collage

- Children can have a great time creating something new from something else! Your child may get the opportunity to use a range of magazines, newspapers, fabric samples, wrapping paper or wall paper, considering colour and textured effects such as overlapping, tearing and crumpling, in order to create a collage on different scales.

## Evaluating

- In art and design, your child will be encouraged to evaluate their own and other's work critically, looking for ways to improve it.

# Computing

## E-Safety

- E-Safety is a very important aspect of Computing in which children learn how to keep themselves safe online. Children may learn what personal information is and how to keep information such as passwords safe. Children are taught to be respectful online and what to do if they see or hear something that they don't like.
- Your child might learn about the technology around them, both at school and at home and how it is used, considering advantages and disadvantages of this technology.

## Programming

- Floor robots are a really fun way to introduce programming to young children. Floor robots enable children to make predictions about where the floor robot will stop.
- Children can programme their own instructions to make it move and arrive at a certain place.
- A set of instructions or rules programmed into a computer is known as an algorithm and your child may be encouraged to use this term when programming.
- In addition to this, the term debug might be used when a programming mistake has been identified and is being corrected.

## Data

- Your child may learn where and how to save their work in order to retrieve it again. Typing skills may also be taught to increase speed and accuracy.
- Children will learn to refer to information as data. They may learn about the different ways in which technology can help us to present our information, including pictograms (data represented as individual pictures instead of blocks) and block graphs.

# Design and Technology

## Design

- Design and Technology is all about designing products for a specific purpose aimed at a specific audience. Children will be encouraged to come up with ideas and create models or plans to explain their ideas.

## Make

- Children will have to select the right materials or ingredients, measuring, marking out, cutting and shaping before joining and assembling different parts together.
- Your child will be encouraged to make sure the product has a high quality finish.
- Finally, children will learn how to be safe and hygienic around equipment and food.



## Evaluate

- In Year 1, children will be encouraged to evaluate their own and other's work.
- Children may be asked to say what they like or dislike about a range of products before designing something similar.
- Once their project is completed, children will have to evaluate their finished product saying what they like, dislike and what could be improved.

## Technical Knowledge

- Children may be given the opportunity to explore how to stiffen, strengthen and make structures more stable.
- Your child might also learn how to use sliders, levers, axles and wheels.

## Cooking and Nutrition

- The new curriculum has a refreshed emphasis on cooking and nutrition. Healthy cooking will be covered at some point in both key stages, therefore at some point in Year 1, your child may experience working with food as part of Design and Technology.
- They may investigate what makes a healthy and balanced diet and use this knowledge to design and make healthy and balanced dishes. In Year 1, children may also begin to learn about where food comes from.

# Geography

In Key Stage 1 (Years 1 and 2), there is a renewed emphasis on factual knowledge of continents and oceans, with a specific focus on the UK compared with a non-European place. At some point during Key Stage 1, your child will specifically focus on these areas.

## Location Knowledge

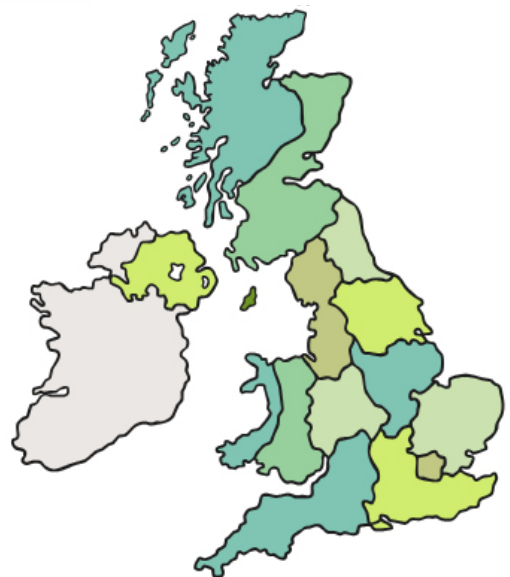
- In Year 1, children may learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

## Place Knowledge

- Your child might look at similarities and differences between a small area of the UK and a small area of a contrasting non-European country, e.g a region of the UK compared with a region of South America.

## Human and Physical Geography

- Your child may learn about seasonal and daily weather patterns in the United Kingdom. From this, they may move onto learning about where in the world is hot and cold in relation to the North and South Poles and the Equator.



- Children will be taught to use the following terms: physical and human geography.
- Physical geography focuses on features of the land which occur naturally whereas human geography refers to features of the land which are man-made. These examples below are aspects which your child may study.
- Physical features: river, sea, ocean, beach, cliff, forest, hill, mountain, valley and soil.
- Human features: village, town, city, farm, house, factory, harbour and port.

#### **Geographical Skills and Field Work**

- Children in Year 1 may gain experience learning how to use either world maps, globes and/or atlases to identify the United Kingdom and its countries.
- They might study the geography of their school and grounds and the main human and physical features of their surrounding area.

## History

Within Key Stage 1, children will focus specifically on changes within living memory, events beyond living memory, lives of significant people and local history. The following gives an idea as to what your child may be learning in Year 1.

- Children may learn about changes within living memory, putting recent events in chronological order. Your child might consider what has changed between their childhoods and when their grandparents were children.
- Children might also learn how the lives of others in the past have helped our lives be better today.
- Children will hopefully be able to identify old and new objects, giving reasons for their answers and may learn about significant historical events, places or people within their own local history.

## Music

The largest focus in music is singing and playing a range of simple percussion instruments. In some year groups, every child will learn a specific instrument such as the violin or guitar with a specialist teacher. If this isn't the case for your child, the following is a guide to what a Year 1 child may learn in Music.

- Children might investigate how sounds can be made and changed and how to use their voices in different ways. They may work on repeating basic rhythms and melodies and during composition, create and choose sounds in response to a given starting point, adapting and improving their ideas as they work.
- During any performance, children will be encouraged to look out for musical instruction and be aware of others who are performing. Children may work on describing the mood of different pieces of music.

# Physical Education

## Games

- Your child may take part in different competitive games, before doing this however they will be taught new skills, actions and ideas to use during their game play.
- Children will always be encouraged to play confidently and safely and be aware of the space around them.
- Children will be taught why exercise is important. Your child might be given the opportunity to watch, copy and describe what others are doing, evaluating their performance.

## Dance

- Children might listen to a range of different music and through movement, respond imaginatively to what they hear. They will be encouraged to move safely at different speeds, levels and in different directions.
- Your child should describe how they feel when resting and when exercising. Using the ideas they have seen, children will be able to develop a dance motif, linking movements so that the dance has a clear beginning, middle and end.
- Children will be encouraged to evaluate their own and other's performances.

## Gymnastics

- Equipment will either be set out by adults or children will be taught how to safely carry gym equipment in the hall.
- Your child may explore gymnastic movement and balances whilst being encouraged to move safely at different levels and speeds, being aware of the space that they have.
- Children may be taught how to link movements together in order to create a beginning, middle and end to a performance.
- Finally, children will evaluate their own and each other's performances.

## Athletics

- Your child will be encouraged to demonstrate control and co-ordination with a range of equipment which might include hurdles, sponge javelins and discus.

## Outdoor and Adventurous Play

- Children may practise following routes, finding different places in a set time.

