



St Philip's Learning Pathway

Year 1



Loving



Trusting



Forgiving

Reading

Reading – word reading

Statutory requirements

Pupils should be 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
- 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.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- 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.

English - Writing

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - 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.

Statutory requirements

Handwriting

Pupils should be taught to:

- 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.



English - Writing

Writing – composition

Statutory requirements

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - 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.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - 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 terminology in English Appendix 2 in discussing their writing.



Click the links below

[English Appendix 1: Spelling](#)

[English Appendix 2: Vocabulary, grammar and punctuation](#)

Mathematics

Week	Term		
	Autumn	Spring	Summer
1	Unit 1: Numbers to 10 (14 lessons)	Unit 6: Numbers to 20 (12 lessons)	Unit 11: Multiplication and division (9 lessons)
2			Unit 12: Halves and quarters (4 lessons)
3			Unit 13: Position and direction (5 lessons)
4	Unit 2: Part-whole within 10 (7 lessons)	Unit 7: Addition and subtraction within 20 (11 lessons)	Unit 14: Numbers to 100 (6 lessons)
5			Unit 15: Money (3 lessons)
6	Unit 3: Addition within 10 (4 lessons)	Unit 8: Numbers to 50 (7 lessons)	Unit 16: Time (5 lessons)
7	Unit 4: Subtraction within 10 (8 lessons)		Unit 9: Introducing length and height (4 lessons)
8		Unit 10: Introducing weight and volume (7 lessons)	
9	Unit 5: 2D and 3D shapes (5 lessons)		
10			
11			
12			



Computing

1

Online Safety

Keeping myself and others safe online

2

Creating Media

Choosing appropriate tools to create art

3

Data and Information

Exploring object labels and grouping data

4

Programming

Writing short algorithms and programs for floor robots

5

Systems and Networks

Recognising technology in school and using it responsibly

6

Programming

Designing and programming a character on screen

National
Centre for
Computing
Education



Raspberry Pi

Digital Literacy

1

2

3

4

5

Online Bullying

Learning how to behave online

Online Relationships

Permission and considerate of others

Online Reputation & Managing Online Information

Knowing what information to put online & How to find information using digital technologies

Privacy and Security & Copyright and Ownership

Explain why passwords are used & Understand that work created by me belongs to me

Health, Well Being and Lifestyle & Self Image and Identity

Explain rules to keep myself safe at home and online & Know when and how to speak to a trusted adult and how they can help

Religious Education

1

2

3

4

5

6

1.1 Harvest and Sukkot

Raise awareness that we harvest food all across the world

1.3 Christmas

Deepen childrens' understanding of the true meaning of Christmas

1.2 God & Creation or 1.4 Jesus was special

1.2 Develop perceptions and understanding of God or 1.4 Explore Bible stories that reveal Jesus' power

1.5 Easter

Reflect upon the miracles of nature and new life during springtime

1.8 Joseph or 1.9 My world, Jesus' world

1.8 Explore stories of the Old Testament or 1.9 Explore life in Jesus' time vs today

1.7 Baptism

Understanding of what it means to belong

HSRE

1

2

3

Confident Changes

Quickstart Organisation lessons 1-6
My Mind lesson 10: being positive
My Life lesson 3: impressions
Kindness – Challenger unit 1: week 1-2

Settling In

Quickstart Communication lessons 1-4
My Mind lesson 8: self-awareness
Respect – Challenger unit 1: week 6
Quickstart Resilience lessons 1-4

Stepping Forward

Quickstart Organisation lessons 7-10
Quickstart Initiative lessons 1-4
My Mind lesson 4: Happiness
My Health lesson 8: keeping healthy

Science

1

Seasonal Change

Observe changes across the four seasons
Describe weather associated with the seasons

2

Everyday Materials

Name a variety of everyday materials and describe the physical properties
Compare and group together materials

4

Plants

Identify and name a variety of common wild and garden plants
Describe the basic structure of a flowering plant

3

Animals including Humans

Identify and name a variety of common animals
Label basic parts of the human body

5

Revision

Revise all Year 1 units of work

Humanities

1

History Unit 1 – Toys Past and Present

Exploring a range of toys from the past and present

2

Geography Unit 1 – Local Area

Exploring maps, mapping the school grounds

3

History Unit 2 – Significant Individuals

Explore famous Queens in English history

4

Geography Unit 2 – Seasons and Weather

Exploring seasons and describing weather patterns in the UK

5

History Unit 3 – Transport Past and Present

Exploring a range of transport from the past and present

6

Geography Unit 3 – Two contrasting places in the UK

Comparing places

Art & Design Design & Technology

1

Art & Design – Mark Making

Record simple mark making explorations

2

Design & Technology - Textiles

Design, make and evaluate

3

Art & Design - Printing

Explore printing simple pictures with a range of materials

4

Design & Technology - Mechanisms

Design, make and evaluate

5

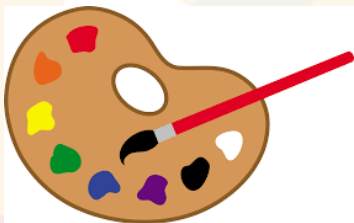
Art & Design – 3D and Sculpture

Experiment with malleable media. Shape, model and manipulate

6

Design & Technology - Food

Design, make and evaluate



Music

1

2

3

4

5

6

Hey You!

Old-School Hip Hop – Compose a rap

Banana Rap

Reggae & Hip Hop – Action songs

In The Groove

Blues, Latin, Folk, Funk, Baroque, Bhangra – historical context of musical styles

Round And Round

Latin American style of music – countries from around the world, film music

Your Imagination

Pop music – composition

Reflect, Rewind and Replay

Western Classical music – history of music.
Consolidate the foundations of the language of music

Physical Education

1

2

3

4

5

6

Fundamental Movement Skills

Develop movement skills using a variety of body actions

Invasion Games

Using movement skills to play a variety of simple games

Gymnastics

Develop safe ways to climb
Learning to relax, curl and stretch our body

Dance - animals

Learn to respond and move to simple music
Learn to change speed and level

Fundamental Movement and Games

Develop key movements and skills with the body and using a variety of objects

Athletics

Develop a basic understanding of a variety of athletic activities