St Philip's Learning Pathway

Year 1

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:

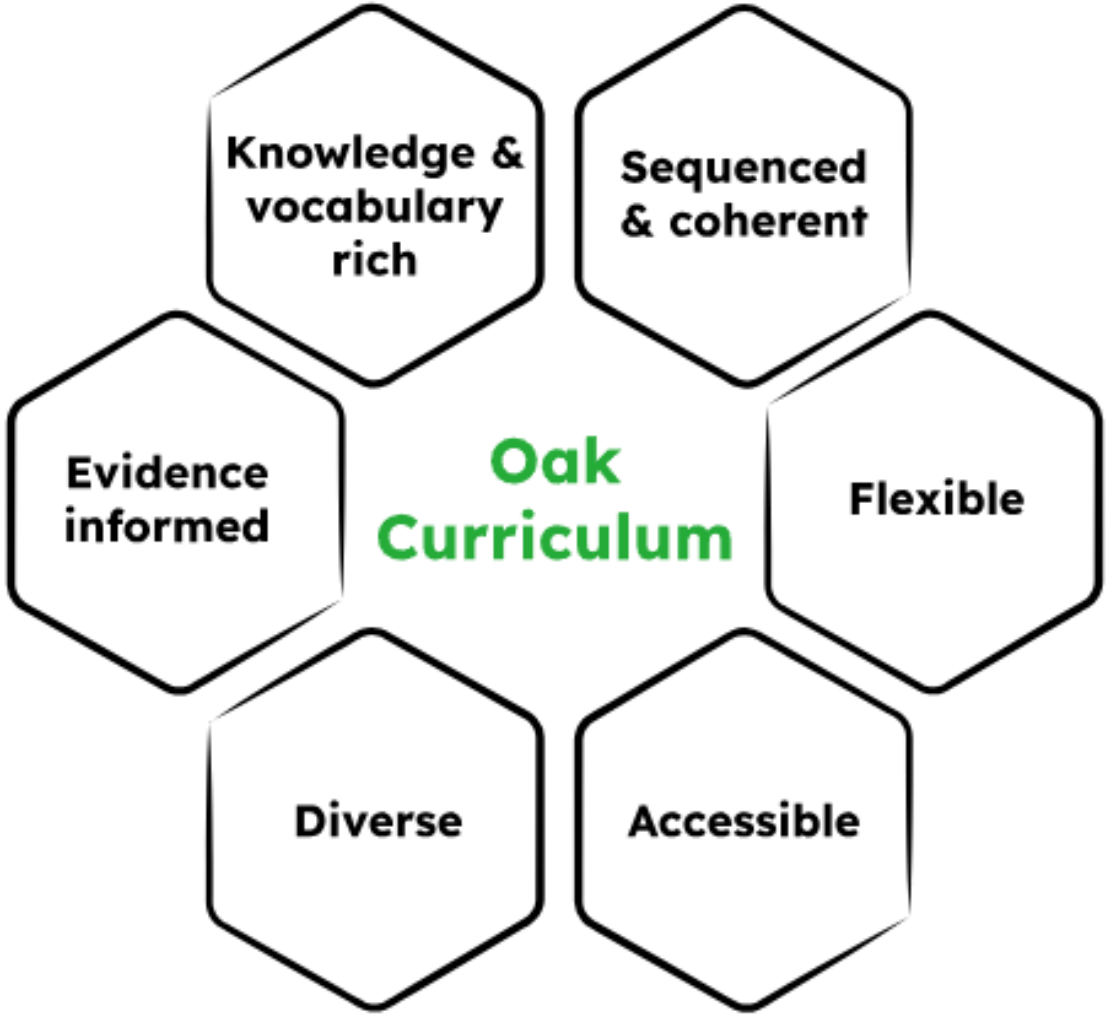
- develop their understanding of the concepts set out in English Appendix 2 by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for 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



Click the link to see the unit sequence for each year group
https://www.thenational.academy/teachers/curriculum/maths-primary/units

Oak National Academy

Computing

1

2

3

4

Digital Literacy - Online Safety

Keeping myself and others safe online

Systems and networks

Recognising technology in school and using it responsibly

Programming

Writing short algorithms and programs for floor robots

Creating Media

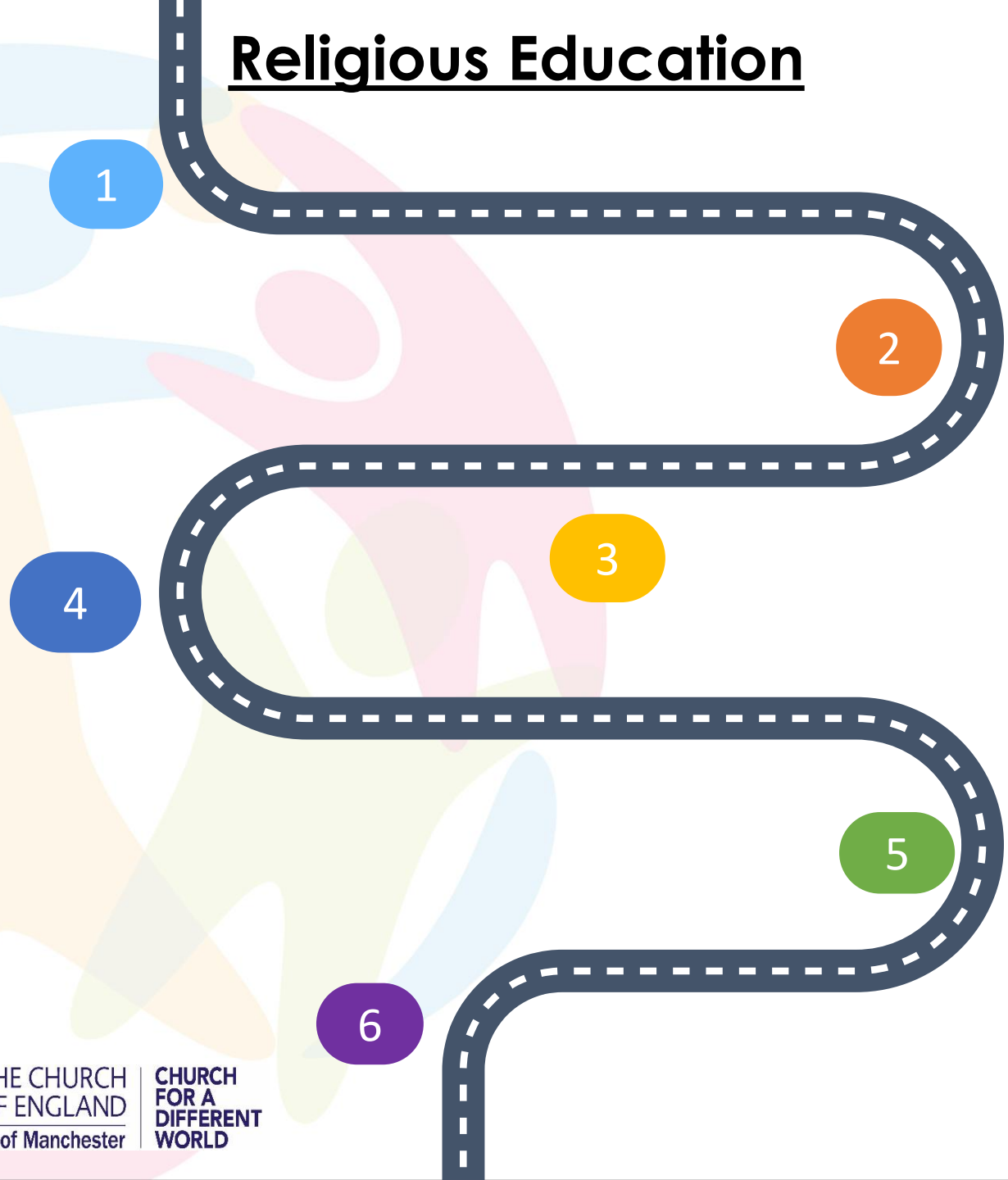
Familiarise with typing on a computer and using tools to change the look of writing

National Centre for Computing Education

Raspberry Pi

PROJECT EVOLVE BETA

Religious Education



1.10 - Community

What does it mean to belong to a faith community?

1.3 - Incarnation

Why does Christmas matter to Christians?

1.1 God

What do Chrristians believe God is like?

1.7 Judaism

Who is Jewish and how do they live?

1.2 Creation

Who do Christians say made the world?

1.9 World

How should we care for the world and for others and why does it matter?

THE CHURCH OF ENGLAND
Diocese of Manchester
CHURCH FOR A DIFFERENT WORLD

HSRE

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Science

Seasonal Change

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

Everyday Materials

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

Plants

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

Animals including Humans

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

Revision

Revise all Year 1 units of work

PiXL

Humanities

History Unit 1 – Toys Past and Present

Exploring a range of toys from the past and present

Geography Unit 1 – Local Area

Exploring maps, mapping the school grounds

History Unit 2 – Significant Individuals

Explore famous Queens in English history

Geography Unit 2 – Seasons and Weather

Exploring seasons and describing weather patterns in the UK

History Unit 3 – Transport Past and Present

Exploring a range of transport from the past and present

Geography Unit 3 – Two contrasting places in the UK

Comparing places

Digimap for Schools
Learning. Mapping. Exploring.

Art & Design
Design & Technology

1

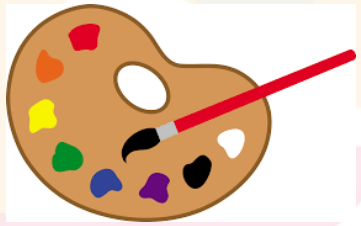
2

3

4

5

6



Art & Design – Mark Making

Record simple mark making explorations

Design & Technology - Textiles

Design, make and evaluate

Art & Design - Printing

Explore printing simple pictures with a range of materials

Design & Technology - Mechanisms

Design, make and evaluate

Art & Design – 3D and Sculpture

Experiment with malleable media. Shape, model and manipulate

Design & Technology - Food

Design, make and evaluate

Music

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

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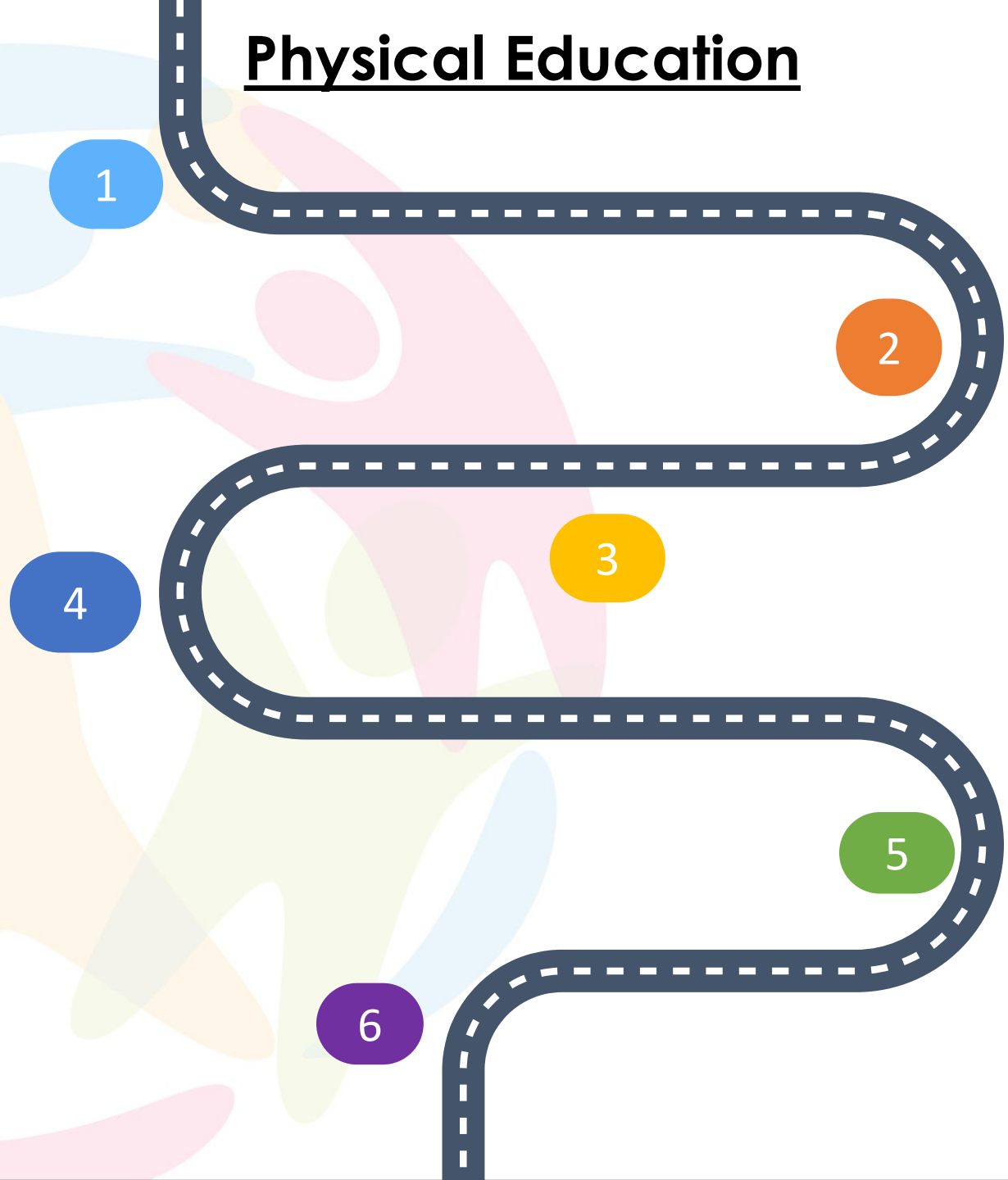
Physical Education



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