



Loreto Convent School, Gibraltar

YEAR 1 GUIDELINES

ENGLISH

Reading

Word reading and phonics

- Revise all single alphabet sounds taught in Foundation Stage 2, and digraphs such as sh, ch, th, ck, ng, ll, ss, ff, oo and ee
- Read and spell CVC words (consonant-vowel-consonant eg c-a-t), CCVC (c-l-a-p) and CVCC (h-a-n-d) words
- Read and spell common high frequency words
- Apply phonic knowledge when decoding words i.e. blend sounds to read
- Read words with endings ing, ed, s, es, and er and contractions such as I'm, I'll, we'll, don't
- Read words with vowel digraphs such as ay, ai, y as I, igh, oa, ow, ue, ur, er, ow and split digraphs such as a-e, i-e, o-e, u-e

Comprehension

- Hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary
- Recognise and join in with predictable phrases and discuss word meanings
- Recite some poems by heart
- Show an understanding of texts read and heard through oral and written comprehension activities
- Link what they read and hear to their own experiences
- Make inferences on the basis of what is being done and said in the text
- Develop prediction skills when reading and listening to a range of texts

Writing – composition, spelling and handwriting

Composition

- Orally rehearse sentences for Big Write through Talk Homework
- Big Write – generate own ideas for writing, sequence sentences to form a short, fictional narrative, re-read own writing to check that it makes sense and discuss writing with the teacher



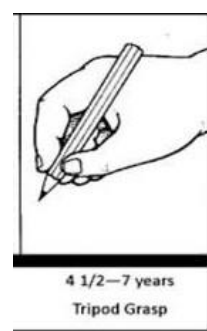
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Spelling

- Use phonic patterns and key words (see examples in word reading section) as spellings both in and out of context
- Recite the letters of the alphabet by name and sequence letters in alphabetical order

Handwriting

- Hold pencil comfortably and correctly using the tripod grip
- Form lower case, upper case letters and numerals 0 – 9 correctly, practising regularly
- Form groups of letters from the same family i.e. caodgq, lituy, mnhrbp, vw + tall letters and letters which go below the line pgyfj
- Follow the Nelson handwriting scheme which is linked to taught phonic patterns
- Begin to join some letters by the end of year 1



Vocabulary, Grammar & Punctuation

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I



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Year 1: Detail of content to be introduced (statutory requirement)

Terminology for pupils

letter, capital letter
word, singular, plural
sentence
punctuation, full stop, question mark, exclamation mark

MATHEMATICS

Number

Place value, counting, number recognition

- Count reliably at least 20 objects
- Count in steps of 2, 5 and 10 (including 2p's, 5p's and 10p's) and begin to recognise odd and even numbers
- Recognise, write and order numbers from 0-100
- Partition and combine 2-digit numbers and recognise that the first digit is the number of tens and the second digit is the number of ones/units ($\underline{30}+2=\underline{32}$, $\underline{46}=\underline{40}+6$)

Operations

- Within the range 1-30, say the number that is 1 more or 1 less
- Estimate numbers of everyday objects, then check by counting (up to 30)
- Within the range of 1 -100, say the number that is 10 more or 10 less
- Understand the operation of addition and subtraction and the vocabulary associated
- Begin to understand that multiplication is repeated addition i.e. $2+2+2$ is the same as 3×2
- Begin to recall number facts by heart such as addition doubles and number pairs to 10
- Begin to use knowledge of number pairs to 10 to make pairs to 20
- Choose and use appropriate number operations and mental strategies to solve problems, including money



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Fractions

- Find half of all numbers to 10 and then to 20
- Find halves and quarters of common 2D shapes
- Know that two halves and four quarters make a whole and two quarters make a half

Measurement

- Read time to the hour, half-past and *begin* to recognise quarter past and quarter to
- Recite and order days of the week, months of the year and the seasons
- Measure with standard and non-standard units
- Understand and use vocabulary associated with measures of length, weight, height and capacity

Geometry [Shape/Position/Direction] and Data Handling

- Name common 2D and 3D shapes and use correct vocabulary to describe their properties – sides, corners, faces, edges, straight, flat, curved, roll, slide
- Recognise and continue repeating patterns
- Interpret simple charts and graphs + create own pictograms

SCIENCE

Plants

- Identify and name a variety of common plants and plants in their immediate environment including garden plants, wild plants and trees
- Understand terms such as deciduous and evergreen
- Identify and describe the basic structure of a variety of plants – roots, stem, trunk, leaves and flowers

Animals, including humans

- Identify, name, compare and sort a variety of common animals
- Use terms such as herbivore, carnivore, omnivore, reptile, mammal, fish, insect when describing animals
- Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with the five senses



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Everyday materials

- Identify, name and describe a variety of everyday materials like wood, plastic, glass, metal, water and rock
- Compare and group materials according to their properties
- Explore how the shapes of some materials can be changed by squashing, bending, twisting and stretching

Seasonal change

- Observe and talk about changes across the four seasons, including those associated with the weather, plants and animals
- Observe the movement of the sun during the day

RELIGION

- We explore the life of Jesus through bible stories
- Study of significant religious figures such as Mary Ward and St Patrick
- Explore the meaning of some familiar stories from the Old Testament

HISTORY

- Study the lives of significant people, places and events both nationally and locally.
- Recognise and describe toys and household objects from the past – compare these to those we have today. Explore how people used to live using different sources such as photographs, stories and artefacts

GEOGRAPHY

- Name and locate the countries and capital cities of the UK
- Locate Gibraltar and the countries in the surrounding area i.e. Spain, Portugal and Morocco/Africa
- Identify hot and cold areas of the world
- Use basic physical and human geographical vocabulary – beach, cliff, coast, forest, city, town, village, countryside, port
- Use maps, globes, atlases and photographs when studying and locating places
- Compare Gibraltar to other countries around the world
- Use locational and directional language