



# Loreto Convent School, Gibraltar

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## YEAR 1 GUIDELINES

### Contents

ENGLISH .....	2
MATHEMATICS .....	5
SCIENCE .....	7
RELIGION.....	8
HISTORY .....	8
GEOGRAPHY .....	9
PHYSICAL EDUCATION.....	10
MUSIC .....	11



# Loreto Convent School, Gibraltar

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## ENGLISH

### Reading

#### Word reading and phonics

- Revise phonic patterns taught in Foundation Stage 2.
- Hear and recognise sound patterns from phases 2 to 5 and use these to decode unfamiliar words.
- Read decodable and tricky words from phases 2 to 5.
- Read words with endings ing, ed, s, es, and er and contractions such as I'm, I'll, we'll, don't.
- Read texts consistent with their developing phonic knowledge.
- Read texts from other schemes to enhance vocabulary, high frequency word recognition and to foster a love of books.

#### Comprehension

- Hear, share and discuss a wide range of high-quality books (and books above their reading level) 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 and show an understanding of texts read and heard.
- 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.
- Begin to use expression and intonation when reading aloud.
- In the summer term, begin to answer questions about their library book to collect points towards their reader badges.



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## Writing Composition

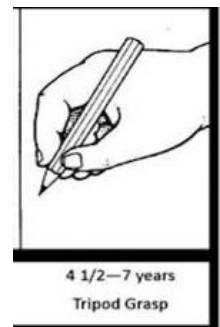
- Orally rehearse sentences to write independently and generate own ideas for writing.
- Sequence sentences to form a short, fictional narrative or when recalling real events.
- Re-read own writing to check that it makes sense and discuss writing with the teacher.
- Use the joining word 'and' to link ideas and sentences.
- Show awareness (and begin to use) full stops, finger spaces, question marks and exclamation marks.
- Begin to use simple adjectives and sentence structures in own writing.

## Spelling

- Spell decodable and common high frequency words and begin to apply taught phonic patterns from phases 2 to 5.
- Recognise both upper and lower-case letters by name.
- Begin to spell words with endings ing, ed, s, er etc and the prefix 'un'.

## 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 when ready.





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## Vocabulary, Grammar & Punctuation

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



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## MATHEMATICS

### Number

#### Place value and number

- Count to 100 forwards and backwards from any number.
- Count in steps of 2, 5 and 10.
- Read, write and order numerals from 0-100.
- Partition, combine and represent two-digit numbers using objects and pictures.
- Understand that two-digit numbers are comprised of tens and ones.
- Compare numbers up to 100 using the language 'less than and greater than' along with the associated mathematical symbols  $<$   $=$   $>$ .
- Say the number that is 1 more or 1 less than a given number.
- Read and write numbers from 1-20 in numerals and words.

### Operations

- Understand the operations of addition and subtraction and the vocabulary associated; use mathematical equipment such as numicon, tens frames, whole-part models, number lines and counters/cubes.
- Add and subtract one and two-digit numbers within 20.
- Begin to use simple **mental methods** when calculating such as counting on, counting back, recall of known facts and knowledge of number patterns or rules.
- With teacher support, solve one-step multiplication and division problems using objects, pictures and arrays (patterns of equal groups).
- Begin to recall some number facts by heart.
- Begin to use knowledge of number pairs to 10 to make pairs to 20.



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## **Fractions**

- Recognise and find halves of common shapes and numbers within 20.
- Know that two halves make a whole.

## **Measurement**

- Recognise and make times to the hour and half-past.
- 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.
- Recognise and know the value of different coins and notes.

## **Geometry [Shape/Position/Direction] and Data Handling**

- Name and describe common 2D and 3D shapes.
- Recognise and continue repeating patterns.
- Interpret simple charts and graphs.
- Recognise a half and quarter turn.

## **Problem solving/Reasoning**

- Solve a one-step number problem, applying the correct operation – understand the vocabulary associated with number problems and number stories.
- Work out missing number problems e.g.  $9 = 7 + \underline{\quad}$  .



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## SCIENCE

We study the following topics:

### 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.

### 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

- Talk about observable changes across the four seasons, including those associated with the weather, plants and animals.



# Loreto Convent School, Gibraltar

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## RELIGION

- We explore the life of Jesus through bible stories and parables.
- Study of significant religious figures such as Mary Ward and St Patrick.
- Explore the meaning and message of some familiar stories from the Old Testament.
- We discuss feast days in the Catholic calendar and other important seasons in the church such as Advent, Christmas, Easter and Lent.

## HISTORY

We study the following topics:

### Historical Figures

- Pupils learn about Queen Elizabeth 2<sup>nd</sup>, Queen Victoria, Neil Armstrong and Wright Brothers.

### Toys and Home

- Pupils are taught to recognise and describe toys and household objects from the past and compare these to those we have today. Pupils explore how people used to live using different sources such as photographs, stories and artefacts.

### Personal History

- Pupils will be taught to reflect on their personal history and how they have changed since they were a baby.





# Loreto Convent School, Gibraltar

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## **GEOGRAPHY**

We study the following topics:

### **The United Kingdom**

- Pupils will learn to name and locate the countries and capital cities of the UK.

### **The Local Area**

- Pupils will learn how to locate Gibraltar and the countries in the surrounding area i.e. Spain, Portugal and Morocco/Africa. Compare Gibraltar to other countries around the world.

### **Locations**

- Pupils will learn how to identify hot and cold areas of the world, and the animals that live there.

### **Geographical Skills**

- Pupils will understand and use basic physical and human geographical vocabulary – beach, cliff, coast, forest, city, town, village, countryside, port.
- Pupils will use maps, globes, atlases and photographs when exploring, describing and locating places.
- Pupils will use locational and directional language.



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## PHYSICAL EDUCATION

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in sport and other activities which help build character and embed values such as fairness and respect.

Pupils in Key Stage 1 will cover the following skills and principles:

### **Fundamental movement skills**

- Pupils will be taught how to master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.
- Pupils will be given a broad range of opportunities to help develop their balance, agility and co-ordination, across a range of activities.

### **Attacking and defending principles**

- Pupils will be participating in team games, developing simple tactics for attacking and defending. These will be done in the form of adapted and modified games.

### **Teamwork skills**

- Pupils will be taught how to communicate, collaborate and compete with and against each other.



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## MUSIC

In Key stage one pupils will learn to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the elements of music (dynamics/melody/form/rhythm/texture/harmony/timbre).