



# Loreto Convent School, Gibraltar

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## **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



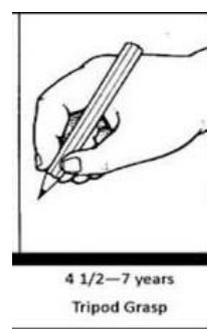
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## Spelling

- 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)	
<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>



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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  $3 \times 2$
- 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