

# The New National Curriculum

## a guide for Y1 Parents

The new curriculum came into schools in September 2014. However, for children in Year 2 and Year 6, the new curriculum won't become statutory until September 2015. This is because these children are in the last year of the Key Stages. At this age, children are formally assessed to judge their progress against the requirements of the curriculum. Because the 2014 curriculum will only have been in place for nine months, these children will be assessed against the requirements of the old curriculum in the National Curriculum Tests. New tests will be produced for the summer of 2016 to assess work from the new curriculum.

### What's changed?

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week.

Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (age 7+ only), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on **'higher expectations'** in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling; an area which was far less notable in previous curriculums.

### High Achievers

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

### Tests your child will take

Lots of schools use tests at all stages of their work. For the most part, these are part of a normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATS', the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The Year 6 tests will be sent away for marking, and results will be reported to schools and parents at the end of the year.

Where previously these tests – and other teacher assessments – were graded in levels (between 1 and 6) from 2016 the tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group.

# Mathematics in Year 1

## Number and Place Value

- ◆ place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.
- ◆ count, both forwards and backwards, from any number, including past 100
- ◆ read and write numbers up to 100 as digits
- ◆ count in 2s, 5s and 10s
- ◆ find 'one more' or 'one less' than a number
- ◆ use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

## Calculations

- ◆ use the +, – and = symbols to write and understand simple number calculations
- ◆ add and subtract one- and two-digit numbers, up to 20
- ◆ solve missing number problems, such as  $10 - ? = 6$
- ◆ begin to use simple multiplication by organising and counting objects

## Measurements

- ◆ use practical apparatus to explore different lengths, weights and volumes
- ◆ use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- ◆ recognise the different coins and notes of British currency
- ◆ use language of time, such as 'yesterday', 'before', days of the week and months of the year
- ◆ tell the time to the hour and half-hour, including drawing clock faces

Recognising that the 'digit' 5 in 54 has a different value from 5 in 504 is an essential step in mathematical understanding.

## Parent Tip

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out .

## Fractions

- ◆ understand  $\frac{1}{4}$  and  $\frac{1}{2}$  to explain parts of an object or number of objects

## Shape

- ◆ recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- ◆ recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- ◆ describe movements in quarter turns

# English in Year 1

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. At Awbridge we use the 'Read, Write Inc' programme.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

## Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses may include:

- ◆ listen and respond to adults and other children
- ◆ ask questions to extend their understanding
- ◆ learn new vocabulary related to topics or daily life

## Reading Skills

- ◆ Learn the 40+ main speech sounds in English and the letters that represent them
- ◆ Blend sounds together to form words
- ◆ Read aloud when reading books that contain familiar letter sound patterns
- ◆ Listen to, and talk about a range of stories, poems and non-fiction texts
- ◆ Learn about popular fairy tales and folk stories, and retell the stories
- ◆ Join in with repeated phrases in familiar books
- ◆ Make predictions about what might happen next in a book
- ◆ Explain clearly what has happened in a book they've read or listened to

## Writing Skills

- ◆ Hold a pen or pencil in the correct and comfortable way
- ◆ Name the letters of the alphabet in order
- ◆ Write lower-case letters starting and ending in the right place
- ◆ Write capital letters, and the digits 0 to 9
- ◆ Spell simple words containing the main sounds they've learned in reading
- ◆ Spell the days of the week
- ◆ Learn to write words with common endings, such as -ed, -ing, -er and -est
- ◆ Plan out sentences aloud before writing them
- ◆ Write simple sentences, and those using joining words such as 'and'
- ◆ Begin to use full stops and capital letters for sentences
- ◆ Combine some sentences to make short descriptions or stories.

*Parent tip*

Children at Awbridgewill always have at least one 'Reading Book' from our coloured book bands, and one from the school library, This way, your child can read to you, and for those which are more complex, they can listen to you read to them – both are important skills. Children can also join the local library service and choose books of their own.

## Year 1

Revision of all the above year R work (Speed sounds set 1 and 2)

Vowel digraphs and trigraphs (Read Write Inc. Speed sounds set 3 in preparation for Phonics test)

**ee** e.g. see, week, green

**e-e** e.g. these, theme

**ea** e.g. sea, each, read

**ea** e.g. head, instead

**oy** e.g. boy, toy, enjoy

**oi**, e.g. coin, spoil

**ay** e.g. play, day

**a-e** e.g. made, came, same, take

**ai** e.g. snail, rain, wait

**igh** e.g. high, night, light, bright

**ie** e.g. pie, tie, lie

**ie** e.g. chief, field, thief

**i-e** e.g. ride, time, inside

**ow** e.g. now, how, brown

**ow** e.g. own, grow, show

**o-e** e.g. home, those, phone

**oo** e.g. food, soon, zoo

**oo** e.g. book, took, good

**ue** e.g. blue, clue, Tuesday

**ew** e.g. new, few, flew

**u-e** e.g. June, use, rude

**or** e.g. for, morning, short

**ore** e.g. more, before, score

**aw** e.g. saw, draw, paw

**au** e.g. August, author, dinosaur

**are** e.g. care, share, bare

**ear** e.g. bear, pear, wear

**ar** e.g. car, start, party

**air** e.g. chair, pair, hair

**ir** e.g. whirl, twirl, girl

**ur** e.g. burn, hurt, church

**er** e.g. her, person

**er** e.g. better, letter, under

**ou** e.g. out, about, shout

**ow** e.g. now, how, brown

**ow** e.g. blow, snow, grow

**oa** e.g. boat, goat, coat

**oe** e.g. toe, goes

**ire** e.g. fire, tire,

**ear** e.g. bear, pear, wear

**ure** e.g. sure, pure, picture



Year 1 spellings cont...

Recognise and begin to spell the remaining 50 of the 100 high- frequency words

what	there	out	have
some	then	were	little
one	down	them	when
school	looked	very	don't
will	once	back	from
children	him	has	said
now	came	says	about
their	people	your	put
push	house	where	love
by	made	time	I'm
friend	help	Mrs	called
here	off	asked	saw
make	our		

Words spelt with **ff, ll, ss, zz, ck** e.g. off, well, miss, buzz, back (exceptions – pal, us, bus, yes)

Words spelt with **n** before **k** e.g. bank, think, honk, sunk

Division of words into syllables where the vowel sound is unclear e.g. pocket, rabbit, carrot

The **tch** sound if it comes straight after a single vowel e.g. catch, fetch, kitchen (exceptions – rich, which, much, such)

Adding **e** to **v** at the end of words e.g. have, live, give

Adding **s** and **es** to words – e.g. cats, dogs, catches, watches

Adding endings - **ing**, **-ed**, **-er** to verbs where no change is needed to the root word e.g. jumping, jumped, jumper

Adding **-er**, **-est** to adjectives where no change is needed to the root word e.g. quicker, quickest

Spelling words ending in **-y** - e.g. very, party, family

Using **k** before e, i and y e.g. sketch, skin, sky

Adding prefix **-un** e.g. unhappy, untie, undo

Compound words e.g. football, playground, bedroom

Spelling consonants **ph** and **wh** e.g. phonics, alphabet, elephant  
e.g. when, where, which

