

## Year 1 Curriculum Key Stage 1

In Year 1, children build on the knowledge and skills they developed in the Foundation Stage. Teachers provide rich and exciting experiences, with daily opportunities for hands-on investigation and problem solving, helping children stay curious and engaged in their learning. Pupils will also benefit from some specialist teaching in certain curriculum areas.

### Homework

In year 1, children build on their prior learning of phonics. To reinforce and consolidate this learning, regular practice at home is strongly encouraged. As pupils develop increasing confidence and fluency, they are provided with materials to extend their learning beyond the classroom. Each week, children will receive:

- **A phonics e-book** – to be read daily by the child under the guidance and supervision of an adult.
- **A reading-for-pleasure book** – to be read aloud to the child by an adult, supporting vocabulary development, comprehension, and a lifelong enjoyment of reading.

This structured approach ensures that pupils not only make steady progress in early reading but also cultivate positive reading habits and a genuine love for literature.

### Curriculum

Academically, we will be building on pupils' foundation skills and concepts, whilst also introducing new ones in line with the British National Curriculum requirements for Key Stage 1. This ensures that all children develop strong core skills in English and Mathematics, while also gaining a broad education across the wider curriculum.

Much of the Key Stage 1 knowledge and skills will be taught through cross-curricular topics. For example, science, history, geography, and religious studies may be explored together under an over-arching theme such as *"The World Around Us."* This thematic approach helps children make links across subjects, see the bigger picture, and apply their learning in meaningful contexts.

Children will also continue to develop essential skills in reading, writing, speaking, listening, and mathematics, which are given daily focus. Alongside this, pupils benefit from a rich and balanced curriculum including science, history, geography, art, design & technology, music, computing, and physical education. Personal, Social, Health and Economic Education (PSHE) and Religious Studies (RS) are also taught, ensuring children develop socially, morally, and culturally as well as academically.

Specialist teaching may be offered in some curriculum areas, such as PE, or languages, providing children with engaging and high-quality learning experiences.

In short, the Year 1 curriculum is designed to consolidate early learning, introduce new skills and knowledge, and nurture curiosity across all subjects—laying the foundations for success throughout Key Stage 1 and beyond.

	YEAR 1 CURRICULUM
English	<p data-bbox="387 197 499 235"><b>Reading</b></p> <ul data-bbox="339 280 1497 1164" style="list-style-type: none"> <li>• Use their phonics skills to sound out and blend words when reading.</li> <li>• Recognise and read all 40+ phonemes (sounds) and the different ways these can be written.</li> <li>• Read <i>common exception words</i> (tricky words that don't follow regular phonics patterns).</li> <li>• Read words with different endings such as <b>-s, -ed, -ing, -er</b>.</li> <li>• Begin to read longer words with more than one syllable.</li> <li>• Read books matched to their phonics knowledge accurately and fluently, re-reading them to build confidence.</li> <li>• <b>Enjoy a wide range of books</b> – listening to and talking about stories, poems, fairy tales, traditional tales, and non-fiction, including books that are above their own reading level.</li> <li>• <b>Make connections</b> – linking what they read or hear to their own experiences and becoming familiar with key stories and their features.</li> <li>• <b>Join in and have fun</b> – recognising repeated phrases, enjoying rhymes, learning poems by heart, and talking about word meanings to build vocabulary.</li> <li>• <b>Understand and discuss texts</b> – talking about titles, events, and characters; checking that what they read makes sense; making predictions; and beginning to make inferences (working out what is happening even if it isn't directly stated).</li> <li>• <b>Share their ideas</b> – taking turns in discussions about books and clearly explaining what they understand.</li> </ul> <p data-bbox="387 1209 494 1247"><b>Writing</b></p> <ul data-bbox="339 1249 1497 1926" style="list-style-type: none"> <li>• <b>Plan and say their ideas</b> out loud before writing and begin to write short pieces made up of simple sentences.</li> <li>• <b>Check and share their writing</b> – re-reading to see if it makes sense, talking about it with others, and reading it aloud clearly.</li> <li>• <b>Use basic grammar and punctuation</b> – leaving spaces between words, joining sentences with <i>and</i>, and beginning to use capital letters, full stops, question marks, and exclamation marks.</li> <li>• <b>Apply correct capital letters</b> – for names, places, days of the week, and the pronoun <i>I</i>.</li> <li>• <b>Learn grammar terms</b> – becoming familiar with simple grammar rules and starting to use correct words to talk about their writing.</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Write capital letters and the digits 0–9 correctly.</li> <li>• Recognise which letters are formed in similar ways (called handwriting 'families') and practise these patterns.</li> </ul>
Maths	<p data-bbox="387 1966 707 2004"><b>Numbers and Counting</b></p> <ul data-bbox="339 2007 1297 2105" style="list-style-type: none"> <li>• Count forwards and backwards up to 100, starting from any number.</li> <li>• Read and write numbers to 100, and count in 2s, 5s and 10s.</li> <li>• Recognise one more or one less than a given number.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use objects, pictures, and number lines to understand and compare numbers.</li> <li>• Read and write numbers from 1 to 20 in both numerals and words.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Understand and use +, – and = signs.</li> <li>• Know number bonds and subtraction facts within 20.</li> <li>• Add and subtract numbers up to 20, including solving simple problems.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Solve simple multiplication and division problems using objects, pictures and arrays with teacher support.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise, find, and name halves and quarters of objects, shapes, or quantities.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Compare and measure length, height, weight, capacity, and time using everyday language.</li> <li>• Begin to record measurements (length, weight, capacity, and time).</li> <li>• Recognise coins and notes and understand their values.</li> <li>• Sequence events (before/after, yesterday/today/tomorrow, morning/afternoon/evening).</li> <li>• Recognise days, months, and years.</li> <li>• Tell the time to the hour and half past and draw hands on a clock.</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>• Recognise and name common 2D shapes (circle, triangle, rectangle, square) and 3D shapes (cube, cuboid, pyramid, sphere).</li> <li>• Describe position, direction and movement, including full, half, quarter, and three-quarter turns.</li> </ul>
<b>Science</b>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials based on their simple physical properties.</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>
<b>History</b>	<p><b>Talk about the past and present</b></p> <ul style="list-style-type: none"> <li>Understand what happened a long time ago, before they were born, and what is happening now.</li> </ul> <p><b>Order events</b></p> <ul style="list-style-type: none"> <li>Sequence events or objects in time and begin to use simple timelines.</li> </ul> <p><b>Learn about people and events</b></p> <ul style="list-style-type: none"> <li>Find out about important people, events, and changes from the past.</li> </ul> <p><b>Compare then and now</b></p> <ul style="list-style-type: none"> <li>Spot similarities and differences between life in the past and today, and sort objects into <i>old</i> and <i>new</i>.</li> </ul> <p><b>Use evidence</b></p> <ul style="list-style-type: none"> <li>Look at books, photos, artefacts, and videos to learn about the past and ask simple questions like “<i>What was this used for?</i>”</li> </ul> <p><b>Share their learning</b></p> <ul style="list-style-type: none"> <li>Talk, write, or draw about things from the past and tell simple stories about historical events.</li> </ul>
<b>Geography</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world’s five oceans</li> <li>Name, locate and identify the different islands of Malta, name the capital cities.</li> <li>Identify seasonal and daily weather patterns</li> <li>Know key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Know key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</li> </ul>
<b>TPE</b>	<ul style="list-style-type: none"> <li>Learn about different religious celebrations and make links to celebrations they may partake in.</li> <li>Recognise that life involves choices between right &amp; wrong &amp; identify what is of value &amp; concern to themselves</li> <li>Asks questions about religion &amp; beliefs, making links between their own &amp; other's responses</li> <li>Recognise aspects of life which they find intriguing &amp; talk about things that are important to them.</li> </ul>

<b>Art and Design</b>	<ul style="list-style-type: none"> <li>• Explore colour, texture, shape &amp; space in two &amp; three dimensions</li> <li>• Use imagination in art &amp; to work with a range of materials, papers &amp; paint tools</li> <li>• Develop fine motor skills</li> <li>• Investigate &amp; represent the world around them</li> <li>• Record from first-hand observations, experience &amp; imagination.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Recognise &amp; explore how sounds can be changed</li> <li>• Sing simple songs from memory</li> <li>• Recognise repeated sounds &amp; sound patterns</li> <li>• Match movements to music &amp; develop a sense of pulse &amp; changing tempo</li> <li>• Respond in a variety of ways to what they hear</li> <li>• Express &amp; communicate their ideas through movement &amp; singing</li> <li>• Listen with discrimination &amp; respond expressively to music</li> <li>• Develop a natural sense of rhythm &amp; aural perception</li> <li>• Use voices expressively by singing songs &amp; speaking chants &amp; rhymes, as a group &amp; with individual parts.</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>• Use ears &amp; eyes to communicate with others</li> <li>• Use language &amp; actions to explore &amp; convey situations, characters &amp; emotions</li> <li>• Listen &amp; respond to others</li> <li>• Work as a team to make decisions in a small group.</li> <li>• Project the voice</li> <li>• Rehearse their ideas &amp; perform for others</li> <li>• Watch the creative work of others &amp; wait your turn in a disciplined way</li> <li>• Follow instructions in a creative way</li> <li>• Use high, middle low positions when freezing in character.</li> </ul>
<b>SPORT</b>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns.</li> </ul>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>• Use Spanish phonic sounds &amp; memorise pronunciation</li> <li>• Understand basic classroom instructions</li> <li>• Listen &amp; respond with repetition and/or actions</li> <li>• Communicate simple words &amp; phrases in Spanish</li> <li>• Topics may include greetings; introducing yourself; colours; numbers 1- 10; parts of the body; animals; fruit &amp; vegetables.</li> </ul>

### **Information Technology (IT)**

Pupils in Years 1 will learn basic computing skills such as word processing, digital manipulation, and internet safety.

### **Learning Support**

Haileybury Malta is a non-selective school, and we welcome children who may require some additional support. We believe that the strengths of every child should be celebrated, and it is understood that some may require specific tools or learning interventions at different stages of their journey through the

school to achieve their best. Please contact the SENDCo should you have any queries regarding learning support.

### **Communication**

Please note that teaching staff rarely have the opportunity to read or reply to email during the course of the school day as they are busy teaching and caring for your children, so do please allow a reasonable amount of time before expecting a reply. Any urgent messages should be conveyed through the school office.

We are always happy to see you regarding any worries or concerns. We prefer to feel that we are all working together and if queries are dealt with at an early stage, then any issues can be kept to a minimum and both you and your children can look forward to a happy and productive year.