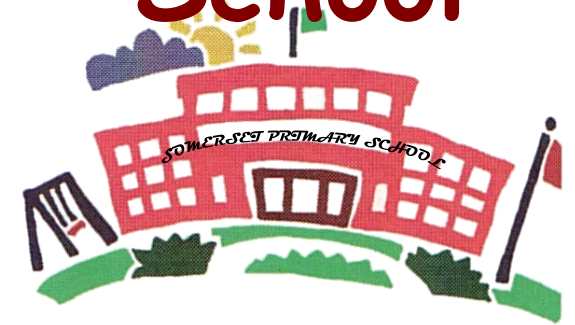


Francis Patton Primary School



**Primary One
Cambridge
Curriculum**

English Language Arts

Phonics, spelling & vocabulary

- Hear, read and write initial letter sounds.
- Know the name and most common sound associated with every letter in the English alphabet.
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.
- Use knowledge of sounds to read and write single syllable words with short vowels.
- Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. *b-l*, *n-d*.
- Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.
- Use knowledge of sounds to write simple regular words, and to attempt other words.
- Spell familiar common words accurately, drawing on sight vocabulary.
- Use rhyme and relate this to spelling patterns.
- Recognise common word endings, e.g. *-s*, *-ed* and *-ing*.

Grammar and punctuation

(Reading)

- Pause at full stops when reading.
- Identify sentences in a text.
- Know that a capital letter is used for *I*, for proper nouns and for the start of a sentence.

(Writing)

- Mark some sentence endings with a full stop.
- Write sentence-like structures which may be joined by *and*.

• Reading

Fiction and poetry

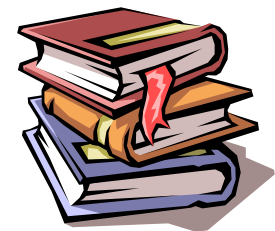
- Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.
- Know that in English, print is read from left to right and top to bottom.
- Read a range of common words on sight.
- Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.
- Read aloud from simple books independently.
- Anticipate what happens next in a story.
- Talk about events in a story and make simple inferences about

characters and events to show understanding.

- Recognise story elements, e.g. beginning, middle and end.
- Retell stories, with some appropriate use of story language.
- Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.
- Enjoy a range of books, discussing preferences.
- Make links to own experiences.
- Learn and recite simple poems.
- Join in and extend rhymes and refrains, playing with language patterns.

Non-fiction

- Read labels, lists and captions to find information.
- Know the parts of a book, e.g. title page, contents.
- Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.
- Read and talk about own writing.





- **Writing**

- **Fiction**

- Write simple storybooks with sentences to caption pictures.
- Write a sequence of sentences retelling a familiar story or recounting an experience.
- Begin to use some formulaic language, e.g. *Once upon a time*.
- Compose and write a simple sentence with a capital letter and a full stop.
- Use relevant vocabulary.

- **Non-fiction**

- Write for a purpose using some basic features of text type.
- Write simple information texts with labels, captions, lists, questions and instructions for a purpose.
- Record answers to questions, e.g. as lists, charts.

- **Presentation**

- Develop a comfortable and efficient pencil grip.
- Form letters correctly.

- **Speaking and listening**

- Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.
- Converse audibly with friends, teachers and other adults.
- Show some awareness of the listener through non-verbal communication.
- Answer questions and explain further when asked.
- Speak confidently to a group to share an experience.
- Take turns in speaking.
- Listen to others and respond appropriately.
- Listen carefully to questions and instructions.
- Engage in imaginative play, enacting simple characters or situations.
- Note that people speak in different ways for different purposes and meanings.

• **Mathematics**

Number

- Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0).
- Read and write numerals from 0 to 20.
- Count objects up to 20, recognising conservation of number.
- Count on in tens from zero or a single-digit number to 100 or just over.
- Count on in twos, beginning to recognise odd/even numbers to 20 as 'every other number'.
- Begin partitioning two-digit numbers into tens and ones and reverse.
- Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.
- Use more or less to compare two numbers, and give a number which lies between them.
- Order numbers to at least 20 positioning on a number track; use ordinal numbers.

- Use the = sign to represent equality.
- Give a sensible estimate of some objects that can be checked by counting, e.g. to 30.
- Find halves of small numbers and shapes by folding, and recognise which shapes are halved.

Calculation

Mental strategies

- Know all number pairs to 10 and record the related addition/subtraction facts.
- Begin to know number pairs to 6, 7, 8, 9 and 10.
- Add more than two small numbers, spotting pairs to 10, e.g. $4 + 3 + 6 = 10 + 3$.
- Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. $8 + 3$, add 2, then 1.
- Know doubles to a least double 5.
- Find near doubles using doubles already known, e.g. $5 + 6$.
- Begin to recognise multiples of 2 and 10.

Addition and subtraction

- Understand addition as counting on and combining two sets; record related addition sentences.
- Understand subtraction as counting back and 'take away'; record related subtraction sentences.

- Understand difference as 'how many more to make?'
- Add/subtract a single-digit number by counting on/back.
- Find two more or less than a number to 20, recording the jumps on a number line.
- Relate counting on and back in tens to finding 10 more/less than a number (<100).
- Begin to use the +, - and = signs to record calculations in number sentences.
- Understand that changing the order of addition does not change the total.
- Add a pair of numbers by putting the larger number first and counting on.
- Recognise the use of a sign such as \square to represent an unknown, e.g. $6 + \square = 10$.
- Begin to add single- and two-digit numbers.

Multiplication and division

- Double any single-digit number.
- Find halves of even numbers of objects up to 10.
- Try to share numbers to 10 to find which are even and which are odd.
- Share objects into two equal groups in a context.



- **Geometry**

Shapes and geometric reasoning

- Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.
- Name and sort common 3D shapes (e.g. cube, cuboid, cylinder, cone and sphere) using features such as number of faces, flat or curved faces. Use them to make patterns and models.
- Recognise basic line symmetry.

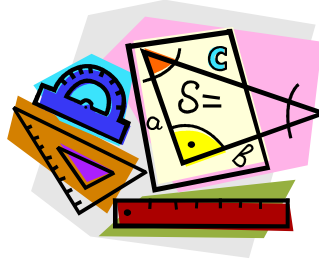
Position and movement

- Use everyday language of direction and distance to describe movement of objects.

- **Measure**

Money

- Recognise all coins and work out how to pay an exact sum using smaller coins.



Length, mass and capacity

- Compare lengths and weights by direct comparison, then by using uniform non-standard units.
- Estimate and compare capacities by direct comparison, then by using uniform non-standard units.
- Use comparative language, e.g. longer, shorter, heavier, lighter.

Time

- Begin to understand and use some units of time, e.g. minutes, hours, days weeks, months and years.
- Read the time to the hour (o'clock) and know key times of day to the nearest hour.
- Order the days of the week and other familiar events.

- **Handling data**

Organising, categorizing and representing data

- Answer a question by sorting and organizing data or objects in a variety of ways, e.g.
 - using block graphs and pictograms with practical resources; discussing the results
 - in lists and tables with practical resources; discussing the results
 - in Venn or Carroll diagrams giving different criteria for grouping the same objects

- **Problem solving**

Using techniques and skills in solving mathematical problems

- Choose appropriate strategies to carry out calculations, explaining working out.
- Explore number problems and puzzles.
- Find many combinations, e.g. combinations of three pieces of different coloured clothing.
- Decide to add or subtract to solve a simple word problem (oral), and represent it with objects.
- Check the answer to an addition by adding the numbers in a different order.
- Check the answer to a subtraction by adding the answer to the smaller number in the question.

- Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70.
- Identify simple relationships between numbers and shapes, e.g. this number is ten bigger than that number.
- Make a sensible estimate of a calculation, and consider whether an answer is reasonable.

- Record stages in work.

Consider evidence and approach

- Make comparisons.
- Compare what happened with predictions.
- Model and communicate ideas in order to share, explain and develop them.

- Know about the need for a healthy diet, including the right types of food and water.
- Explore how senses enable humans and animals to be aware of the world around them.
- Know that humans and animals produce offspring which grow into adults.



• **Science**

Ideas and evidence

- Try to answer questions by collecting evidence through observation.

Plan investigative work

- Ask questions and contribute to discussions about how to seek answers.
- Make predictions.
- Decide what to do to try to answer a science question.

Obtain and present evidence

- Explore and observe in order to collect evidence (measurements and observations) to answer questions.
- Suggest ideas and follow instructions.

• **Biology**

Plants

- Know that plants are living things.
- Know that there are living things and things that have never been alive.
- Explore ways that different animals and plants inhabit local environments.
- Name the major parts of a plant, looking at real plants and models.
- Know that plants need light and water to grow.
- Explore how seeds grow into flowering plants.

Humans and animals

- Recognise the similarities and differences between each other.
- Recognise and name the main external parts of the body.

• **Chemistry**

Material properties

- Use senses to explore and talk about different materials.
- Identify the characteristics of different materials.
- Recognise and name common materials.
- Sort objects into groups based on the properties of their materials.

• **Physics**

Forces

- Explore, talk about and describe the movement of familiar things.
- Recognise that both pushes and pulls are forces.
- Recognise that when things speed up, slow down or

change direction there is a cause.

Sound

- Identify many sources of sound.
- Know that we hear when sound enters our ear.
- Recognise that as sound travels from a source it becomes fainter.