



The Core Knowledge Sequence UK

English Language and Literature: Year 1

Building non-fiction background knowledge in a coherent and sequenced way within and across years can be accomplished most effectively by integrating the topics from history, geography, science and the arts in the *Core Knowledge Sequence UK* into English Language and Literature. In the *Sequence UK* there are many cross-curricular connections between Language and Literature (e.g. poems, stories and sayings) and topics in history, science, visual arts and music, which are advantageously integrated.

I. LISTENING AND SPEAKING

Teachers: Shortly after a baby is born, an amazingly complex, interactive communication process begins between the infant and others in his/her environment. Whilst it may seem like an obvious statement, it is nonetheless worth making the point that listening and speaking are the primary means of communication throughout the early years of a young child's development. Furthermore, reading and writing competencies are intricately connected with competencies in listening and speaking. Traditional literacy teaching has typically accorded little, if any, attention to the ongoing development of children's listening and speaking abilities and, instead, focus on reading and writing skills. However, it is important to work deliberately to develop and extend children's listening and speaking skills while simultaneously beginning to introduce reading, and then writing. Children who are fortunate enough to participate in literacy teaching that recognises the importance of continuing to build listening and speaking competencies while also beginning reading and writing instruction will, in the end, be far more literate adults.

A. CLASSROOM DISCUSSION

- Participate in age-appropriate activities for Year 1 involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions. For example: look at and listen to the speaker, raise hand to speak, take turns, say 'excuse me' or 'please,' etc.
- Ask questions to clarify conversations, directions, exercises and/or classroom routines.
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another Year 1 child.
- Identify and express physical sensations, mental states and emotions of self and others.
- Understand and use language to express spatial and temporal relationships. For example: up, down, first, last, before, after, etc.
- Understand and use narrative language to describe people, places, things, locations, events and actions.
- Understand and use common sayings and phrases such as 'Better safe than sorry' and 'Look before you leap'.

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently.

C. COMPREHENSION AND DISCUSSION OF TEXTS

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important for young children to be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping children develop the ability to listen to and understand written texts read aloud is an integral part of building literacy skills.

In Year 1, a child's ability to understand what s/he hears far outpaces her or his independent ability to read and understand written text. By listening to stories or non-fiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration has been given to the poetry, fiction and nonfiction selections below to ensure that the vocabulary and syntax presented is rich and complex. Levelled texts (texts for beginner readers) will not provide the rich language experience that is desired during read-alouds and should only be used here as a starting point for reading aloud with pupils for whom English is a second language. Non-fiction read-alouds have been selected on the basis of the history, science, music and visual arts topics identified in the *Sequence UK* for Year 1 children, with an emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which non-fiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Prior to a read-aloud, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read aloud. Use pictures accompanying the read-aloud to check and support children's understanding of the read-aloud.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to practise orally comparing, analysing, and forming ideas in written text in much the same way as they will be expected to do as independent readers in the later years.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text and poems.
- Grasp specific details and key ideas.
 - Describe illustrations.
 - Sequence four to six pictures illustrating events in a read-aloud.
 - Answer questions requiring literal recall and understanding the details and/or facts of a read-aloud, i.e. who, what, when, where, why.
 - Retell key details.
 - Ask questions to clarify information in a read-aloud.
- Observe craft and structure.
 - Understand and use words and phrases heard in read-alouds.
 - Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
 - Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
- Integrate information and evaluation evidence.
 - Make predictions prior to and during a read-aloud, based on the title, pictures and/or text heard thus far and then compare predictions to the actual outcomes.

- Answer questions that require making interpretations, forming judgments, or giving opinions about what is heard in a read-aloud, including answering 'why' questions that require recognising cause/effect relationships.
- Identify who is telling a story or providing information in a text.

D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—FICTION, DRAMA AND POETRY

- Retell or dramatise a story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Demonstrate understanding of literary language and use some of these terms in retelling stories or creating own stories, including: author, illustrator, characters, setting, plot and dialogue.

E. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—NON-FICTION AND INFORMATIONAL TEXT

Teachers: Select non-fiction read-aloud topics from the Year 1 history, science, music and visual arts topics, placing an emphasis on history and science.

- Retell important facts and information from a non-fiction read-aloud.
- With assistance, categorise and organise facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. READING

A. PRINT AWARENESS

- Demonstrate a sense of understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Understand that reading consists of a specific sense of directionality: reading left to right, return sweep after finishing reading a line, reading top to bottom, reading a book from front to back.
- Identify the parts of a book and the function of each part: front cover, back cover, title page and table of contents.
- Distinguish between letters, words, sentences and stories.
- Demonstrate an understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate an understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognise and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Learn the difference between consonants and vowels.

B. PHONOLOGICAL AND PHONEMIC AWARENESS

- Identify whether pairs of environmental sounds (keys jingling, scissors cutting, clapping) are the same or different.
- Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.
- Orally segment sentences into discrete words.
- Demonstrate an understanding that words are made up of sequences of sounds.

- Given a pair of spoken words, select the one that is longer (i.e. contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial, medial or final position of a spoken word. For example: hear /m/ at the beginning of *mat* and /g/ at the end of *bag*.
- Listen to one-syllable words and tell the beginning or ending sounds. For example: given *dog*, identify /d/ or final /g/.
- Recognise the same phoneme in different spoken words. For example: recognise /b/ in *ball*, *bug* and *big*.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voice. For example: examine /b/ and /p/.
- Orally blend two to three sounds to form a word. For example: given the sounds /m/... /a/... /t/, blend to make *mat*.
- Segment a spoken word into phonemes. For example: given *bat*, produce the segments /b/ /a/ /t/.
- Given a spoken word, produce another word that rhymes. For example: given *hit*, supply *bit* or *mitt*.
- Identify the number of syllables in a spoken word.

C. PHONICS: DECODING AND ENCODING

Teachers: Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the letter-sound correspondence being studied. Research has also shown that children who are taught to read using approaches based on synthetic phonics make the most rapid progress. Reading and writing—decoding and encoding—are complementary processes that ensure mastery of the written code. Teachers and schools should choose a phonics programme that works best for them. Some popular published programmes are: *The Butterfly Book* by Irina Tyk (Civitas), Jolly Phonics (Jolly Learning), Read-Write Inc. (Ruth Miskin Literacy) and *Step by Step Reading* by Mona McNee (Galore Park).

- Demonstrate a sense of understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Read and write any CVC word. For example: *sit* or *cat*.

D. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate an understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone or with a partner for at least 15 minutes each day.

E. READING COMPREHENSION: ALL TEXTS

Teachers: It is important to recognise that Year 1 children are taught only some of the many letter-sound correspondences a reader needs to know to read a wide range of printed material. As a result, many Year 1 children will be able to read independently only simple written texts. At this level, mental energy will be directed primarily to the act of reading, i.e. decoding. A focus on the mechanics of decoding is appropriate and desirable at this early stage in the reading process. Attention to reading comprehension should be directed to ensuring a fundamental understanding of what has been read. In Year 1, it will generally be more effective and efficient to devote time to higher level thinking and comprehension skills at the listening and speaking level in response to written texts that are read aloud.

- Demonstrate an understanding of simple, decodable text after reading independently.

- Grasp specific details and key ideas.
 - Answer questions requiring literal recall and understanding details and/or facts (i.e., who, what, where, when) about a text that has been read independently.
 - Retell or dramatise a story, using narrative language to describe characters; setting(s); and a beginning, a middle and an end to events of the story in proper sequence.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
- Observe craft and structure.
 - Understand and use words and phrases from a text that has been read independently.
- Integrate information and evaluate evidence (Note: prior to reading, teachers should identify what pupils know and have learned that may be related to the specific story or topic to be read. Use pictures accompanying the written text to check and support understanding.)
 - Make predictions prior to and while reading, based on the title, pictures and/or text read thus far and then compare the actual outcomes to predictions.
 - Identify who is telling a story or providing information in a text.

III. WRITING

Teachers: It is important to recognise that of all the communication skills—listening, speaking, reading and writing—writing is the most demanding and challenging, especially for Year 1 children who are just learning not only the code, but also the fine motor skills and letter strokes necessary to put something down on paper.

At some point during Year 1, however, most children will feel comfortable enough with the basic skills to begin making a transition to writing more independently. Young children’s desire to express themselves in writing should be heartily encouraged. To this end, it is important that teachers have age-appropriate expectations about what Year 1 pupils’ writing should resemble. It is therefore premature to expect that words in their independent writing will be spelled correctly. It is reasonable to expect pupils to use the letter-sound correspondences they have learned to set down plausible spellings for the sounds in the word. For example, a pupil who writes *bote* for *boat*, *dun* for *done*, or *hed* for *head* has set down a plausible spelling for each sound in the word. Dictionary-correct spelling will be a realistic goal when pupils have learned more spellings and learned how to use a dictionary to check spelling.

In addition, pupils can also participate in shared writing exercises modelled by an adult. The focus in shared writing should be on encouraging the pupils to express themselves verbally in a coherent manner and in complete sentences, as the teacher serves as a scribe.

- Write to reflect audience, purpose and task.
 - Draw pictures to represent a text that has been heard or read independently.
 - Draw pictures to represent a preference or opinion.
 - Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.
 - With assistance, add details to writing.
 - Create a title or caption to accompany a picture and/or shared writing.

IV. LANGUAGE CONVENTIONS

A. HANDWRITING AND SPELLING

- Hold a pencil with a pincer grasp and make marks on paper.
- Trace, copy and print from memory the 26 letters of the alphabet in both their upper-case and lower-case forms.

- Write from left to right, leaving spaces between words, and using return sweep from top to bottom.
- Children may write phonetically plausible spellings for words by applying their current level of phonic knowledge.
- Write words, phrases and sentences from dictation, applying phonics knowledge.
- Apply basic spelling conventions.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Use and understand question words such as: what, where, when, who, how.
- Form regular plural nouns by adding 's' or 'es'. For example: dog, dogs; wish, wishes.
- Demonstrate an understanding of frequently occurring prepositions. For example: to/from, in/out, on/off.
- Produce and expand complete sentences orally and in shared writing exercises.

C. CAPITALISATION AND PUNCTUATION

- Use basic capitalisation and punctuation in sentences to convey meaning.
 - Capitalise the first word in a sentence and the pronoun 'I'.
 - Identify and use end punctuation, including: full stops, question marks and exclamation marks.

V. POETRY

Teachers: Children should be introduced to a varied selection of poetry with strong rhyme and rhythm. Children should hear these rhymes read aloud, and should say some of them aloud. Some rhymes may also be sung to familiar melodies. The poems listed here represent some of the most popular and widely anthologised titles; children may certainly be introduced to more Mother Goose rhymes beyond the selection below. Although children are not expected to memorise the following rhymes, they will delight in knowing their favourites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes. [Note regarding Reception: some of the poems and stories specified here are appropriate for Reception children. Indeed, one would hope that most Reception children would enter Year 1 having heard, for example, some Mother Goose rhymes or the story of 'Goldilocks and the Three Bears'.

This is a selected core of poetry for Year 1 that children should become familiar with. You are encouraged to expose children to more poetry, old and new. To bring children into the spirit of poetry, read it aloud and encourage them to speak it aloud so they can experience the music in the words.

A. TRADITIONAL POEMS

- Baa, Baa, Black Sheep
- Diddle, Diddle, Dumpling
- Early to Bed
- Georgie Porgie
- Hey, Diddle, Diddle
- Hickory, Dickory, Dock
- Hot Cross Buns!
- Humpty Dumpty
- It's Raining, It's Pouring
- Jack and Jill
- Jack Be Nimble
- Jack Sprat

- Ladybird, Ladybird
- Little Bo Peep
- Little Boy Blue
- Little Jack Horner
- Little Miss Muffet
- Mary, Mary, Quite Contrary
- Old King Cole
- Old Mother Hubbard
- One, Two, Buckle My Shoe
- Rain, Rain, Go Away
- Roses Are Red
- Seesaw, Margery Daw
- Simple Simon
- Sing a Song of Sixpence
- Star Light, Star Bright
- There Was a Little Girl
- There Was an Old Woman Who Lived in a Shoe
- Three Blind Mice

B. OTHER POEMS, OLD AND NEW

- Boat (Michael Rosen)
- Happy Thought (Robert Louis Stevenson)
- I Do Not Mind You, Winter Wind (Jack Prelutsky) [See Year 1 Science]
- Mary Had a Little Lamb (Sarah Josepha Hale)
- Rain (Robert Louis Stevenson) [See Year 1 Science]
- The More It Snows (A. A. Milne) [Cross-curricular connection with Year 1 Science]
- The Wind (Christina Rossetti) [Cross-curricular connection with Year 1 Science]
- Three Little Kittens (Eliza Lee Follen)
- Time to Rise (Robert Louis Stevenson)

VI. FICTION

Teachers: The following works make up a strong core of literature, including stories, fables and poems that provide an excellent foundation for children. This selection also develops children's operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. The stories specified below are meant to complement, not to replace, materials designed to help children practise decoding and encoding skills (see above, section II. Reading and section III. Writing).

The following works constitute a core of stories for Year 1, which are meant to be read-aloud texts. Expose children to many more stories, including classic picture books and other read-aloud books. (In schools, teachers across years should communicate their choices in order to avoid undue repetition.) Children should also be exposed to non-fiction prose: biographies, books on science and history, books on art and music, etc. Children should also be given opportunities to tell and write their own stories.

A. STORIES

- The Bremen Town Musicians (Brothers Grimm)
- Chicken Little (also known as 'Henny-Penny')
- Cinderella (Charles Perrault)
- Goldilocks and the Three Bears (traditional)
- King Midas and the Golden Touch (traditional)
- The Little Red Hen (traditional)

- Little Red Riding Hood (traditional)
- Snow White (Brothers Grimm)
- The Three Billy Goats Gruff (traditional)
- The Three Little Pigs (traditional)
- The King with Horse's Ears (Irish folktale)
- Tug-of-War (African folktale)
- The Tiger, the Brahmin and the Jackal (Indian folktale)
- The Ugly Duckling (Hans Christian Andersen)
- Selections from *Winnie-the-Pooh* (A. A. Milne)
- The Wolf and the Seven Little Kids (Brothers Grimm)
- The Velveteen Rabbit (Margery Williams)

B. AESOP'S FABLES

- The Lion and the Mouse
- The Grasshopper and the Ants
- The Dog and His Reflection
- The Hare and the Tortoise

C. FOLK HEROES AND TALL TALES

- St. George and the Dragon [Cross-curricular connection with Year 1 Visual Arts]
- King Arthur and the Knights of the Round Table [Cross-curricular connection with Year 1 Visual Arts]
 - The Sword in the Stone

D. LITERARY TERMS

Teachers: As children become familiar with stories, discuss the following terms (first introduced in section I. D.).

- Author
- Illustrator

VII. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. The sayings have been one of the categories most appreciated by teachers who work with children from different cultural backgrounds. For some children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends.

- A dog is a man's best friend.
- April showers bring May flowers.
- Better safe than sorry.
- Do as you would be done by. (Also known as 'the golden rule').
- The early bird gets the worm.
- Great oaks from little acorns grow.
- Look before you leap.
- A place for everything and everything in its place.
- Practice makes perfect.
- It's raining cats and dogs.
- Where there's a will there's a way.



History and Geography: Year 1

Teachers: In Year 1, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in world history in Year 1 is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and to introduce them to varied civilisations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence UK*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between places and cultures and an awareness of the characteristics of specific regions and cultures.

Geography begins with the question *where?* In order to understand physical and human phenomena, we need to know where they are located. Then we can begin to examine what is around them and how they are *related* to surrounding phenomena. We need to understand the *processes* that shape the physical and human worlds, how they *interact* and *why* things are located where they are, as well as how spatial arrangements and places *change* with time. Finally, geographers seek to understand humans in their environment. Geography's foundational concepts include:

- **Location:** where things are
- **Place:** conditions at a given place which give it meaning
- **Links:** connections between locations
- **Region:** a territory sharing some homogenous geographical characteristics.

The aim of the geography section of the *Sequence UK* is to introduce children to the geography of the UK and the world, as well as teach the skills needed to use maps and globes and think spatially. Regional geography and spatial sense can be taught alongside or combined with human and physical geography. The sequence of UK regions should be taught in an order that makes sense relative to the location of the school or home. Therefore, it would be wise to teach the local region first.

WORLD HISTORY AND GEOGRAPHY

I. SPATIAL SENSE (WORKING WITH MAPS, GLOBES AND OTHER GEOGRAPHICAL TOOLS)

Teachers: Foster children's geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to the places they are studying. Children should make and use a simple map of a locality (such as classroom, home, school grounds or 'treasure hunt').

A. THE CLASSROOM/SCHOOL ENVIRONMENT

- Understand the concept of an aerial perspective. For example, draw objects from the side and above and discuss the differences. Draw plans (aerial views) of objects arranged on a desk or the classroom floor, beginning with looking down on the objects from above.
- Use a plan of the classroom, constructed with a basic key, to locate and retrieve objects (pupils could design this plan together with their teacher). Use the plan to describe where

things are located in the classroom in relation to other objects using terms like 'next to', 'far from', 'behind', 'under', etc.

- Give directions (left, right, forwards, backwards) including distance (number of steps) to find objects located in the classroom and different parts of the school.
- Understand the spatial layout of the school: buildings, playground, field, entrance, etc.
 - Be able to read a simplified map of the school.
 - Discuss where things are in relation to each other and how to navigate around the school grounds using the points of the compass: north, south, east and west.

II. AN OVERVIEW OF THE SEVEN CONTINENTS

Teachers: Help children to gain the beginnings of a geographic vocabulary and a basic sense of how we organise and talk about the world by giving names to some of the biggest pieces of land. Introduce children to the seven continents through a variety of methods and media (tracing, colouring, relief maps, etc.), and associate the continents with familiar wildlife, landmarks, etc. For example, there are penguins in Antarctica and the Eiffel Tower is in France on the European continent. Throughout the school year, reinforce names and locations of continents when potential connections arise in other disciplines as suggested below and whenever other opportunities arise.

A. GLOBE/WORLD MAP

Teachers: In later years, children will continue to learn about each of the continents as well as specific countries and peoples.

Terms: island, continent, ocean, country, map, globe, north, east, south, west.

- Differentiate between land and sea using a globe.
- Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans.
- Understand direction: north, south, east and west.
- Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings:
 - Asia [Cross-curricular connection with Year 1 Language and Literature: 'The Tiger, the Brahmin and the Jackal']
 - Europe [Cross-curricular connection with Year 1 Language and Literature: Grimms' fairy tales]
 - Africa [Cross-curricular connection with Year 1 Science: Jane Goodall]
 - North America [Cross-curricular connection with Year 1 Science: the Wright brothers]
 - South America
 - Antarctica
 - Australia
- Locate the British Isles and explain what makes an island.

BRITISH HISTORY AND GEOGRAPHY

Teachers: The *Sequence UK* covers British history as a chronological narrative, from pre-history until the twentieth century. Certain important events will be covered more than once, as children acquire the skills and maturity to appreciate their significance at a deeper level in later years. The term 'British' is used to describe people and places in the United Kingdom, i.e. England, Scotland, Wales and Northern Ireland, although Northern Ireland is not part of Great Britain. The term 'British Isles' refers to Britain and Ireland, including the Republic of Ireland.

I. GEOGRAPHY

- Use a map of the UK.
 - Name and locate the continent, country and county in which you live.

- Name and locate England, Scotland, Wales and Northern Ireland.
- Understand important features of the UK.
 - Identify and describe some geographical differences between England, Scotland, Wales and Northern Ireland.
 - Identify the Union flag and the component parts.

II. FROM PRE-HISTORY TO HISTORY

Teachers: This account of the pre-history of the British Isles is necessarily brief and simple. It draws on the disciplines of history and geography to explore important themes in Britain's pre-history, such as the effects of being separated from the continental landmass. This will be developed further in later years.

A. ISLANDS

- Understand an island as a body of land surrounded by water.
- Use examples to understand that islands can be very big or very small. For example: Ireland is a large island, whereas the Isle of Wight is a smaller island.

B. ICE AGE, STONE AGE, BRONZE AGE AND IRON AGE

Teachers: The descriptions of the Ice Age, Stone Age, Bronze Age and Iron Age exemplify how long periods of human development are often described by reference to single, defining characteristics. The arrival of the Romans in Britain allowed the development of written history, because the Romans brought with them the skill of literacy.

- Identify the defining characteristics and broad chronology of the periods of the Ice Age, Stone Age, Bronze Age and Iron Age.
- Understand the importance of reading and writing for communicating ideas and information. Imagine what life would be like if it was not possible to read or write.
- Understand the difference between pre-history and written history.

III. KINGS AND QUEENS

Teachers: The monarchy is one of the most famous institutions in Britain. The Queen is the head of state and still maintains a constitutional role. For hundreds of years, however, the monarch was largely responsible for the entire management of the country's affairs. Kings and queens took decisions about waging war, about promoting or persecuting religious beliefs, about government policies and expenditures. Understanding the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs is integral to understanding modern society and politics. The changing balance of power between the crown, parliament and the people will be explored throughout the *Sequence UK*.

- Understand the significance of kings and queens in British history.
- Understand the following historic events:
 - The barons of England forced King John to sign the Magna Carta on 15 June, 1215. This limited the power of the monarch.
 - King John was succeeded by his son Henry III, who also alienated the barons. They rose in revolt and the most powerful of them, Simon de Montfort, called a parliament that included not only the barons but representatives of towns and counties for the first time.
 - Charles I believed in the Divine Right of Kings (that God had given him the authority to do as he wished) and was unwilling to be constrained by parliament. This led to a civil war and his execution.
 - The Commonwealth (1649-1660) was the period when Britain had no monarch, and was ruled by Parliament and Oliver Cromwell.

- The Restoration of the monarchy took place in 1660. Charles II then ruled with a parliament.
- The Glorious Revolution of 1688 took place when James II was forced to flee after his failed attempt to overrule parliament.
- William III and Mary II became joint monarchs and signed the Declaration of Rights, officially limiting the power of the monarch and establishing in principle the constitutional monarchy that we still have today.
- Understand the role of Kings and Queens today and name the current monarch, Queen Elizabeth II.

IV. PRIME MINISTERS

Teachers: Introduce children to the importance of the Prime Minister in a parliamentary democracy.

- Understand how the office of Prime Minister developed historically.
 - Robert Walpole achieved influence with George II and with the House of Commons. He became the most important minister in the Cabinet: the first Prime Minister.
 - As the power of the monarchy decreased, the influence of the Parliament and the Prime Minister grew.
- Understand the role of the Prime Minister today.
 - Today the Prime Minister is in charge of government.
 - The Prime Minister has regular meetings with the Queen to tell her about the discussions of the Cabinet.
 - The Prime Minister lives at 10 Downing Street in London.

V. SYMBOLS AND FIGURES

- Understand important British symbols and figures, including:
 - The Union Jack
 - Buckingham Palace
 - 10 Downing Street
 - The Houses of Parliament



Visual Arts: Year 1

Teachers: In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasise important artists, works of art, and artistic concepts. It is often appropriate for works in the visual arts to be linked with subject matter in other disciplines; particularly in history and geography, but also with language and literature, and some of these links are suggested. While the following guidelines specify a variety of artworks in different media and from various times and places, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists, and—whenever possible—to take children to see the works of art they have studied. For this reason, many of the works suggested for consideration can be found in Britain, or British collections.

I. ELEMENTS OF ART: COLOUR AND LINE

Teachers: The generally recognised elements of art include line, shape, form, space, light, texture, and colour. In Year 1, introduce children to line and colour. Engage students in recognising and using different kinds of lines and colours, and point out lines and colours you see around you, in everything from the built environment to the natural world.

A. COLOUR

- Observe how colours can create different feelings and how certain colours can seem ‘warm’ (red, orange, yellow) or ‘cool’ (blue, green, grey).
- Identify and describe the use of colour—thinking about how it sets the scene, creates an atmosphere or feeling—in:
 - Pieter Bruegel, *The Hunters in the Snow*, 1565 (Kunsthistorisches Museum, Vienna)
 - David Hockney, *A Bigger Splash*, 1967 (Tate Modern, London)
 - Henri Rousseau, *Surprised! A Tiger in a Tropical Storm*, 1891 (National Gallery, London)
 - Vincent van Gogh, *Sunflowers*, 1888 (National Gallery, London)

B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, thick, thin.
- Observe and describe different kinds of lines in:
 - Rembrandt van Rijn, *Saskia in a Straw Hat*, 1633 (Kupferstichkabinett, Berlin)
 - Pierre Bonnard, *The Luncheon (Le Déjeuner)*, 1923 (National Gallery of Ireland, Dublin)
 - Joan Miró, *Painting (Peinture)*, 1925 (National Galleries of Scotland, Edinburgh)

II. TYPES OF ART: SCULPTURE

Teachers: We introduce children to sculpture, or three-dimensional, ‘all-around’ art. We introduce various types and styles of sculpture, and encourage children to make their own sculptures. [Cross-curricular links with British History and Geography]

- Hubert Le Sueur, *King Charles the First*, 1633 (Trafalgar Square, London)
- Hamo Thornycroft, *Oliver Cromwell*, 1899 (Palace of Westminster, London)
- E. H. Baily, *Lord Horatio Nelson*, 1840-43 (Trafalgar Square, London)
- Henry Moore, *Family Group*, 1944 (Fitzwilliam Museum, Cambridge)
- Edgar Degas, *Little Dancer Aged Fourteen*, 1880-81 (Tate, Liverpool)
- Barbara Hepworth, *Infant*, 1929 (Tate, St Ives)
- Antony Gormley, *Angel of the North*, 1998 (Gateshead)

III: LOOKING AT AND TALKING ABOUT WORKS OF ART

Teachers: After children have been introduced to some elements of art and a range of artworks and artists, and had opportunities for making art, engage them in looking at pictures and talking about them in greater depth. Encourage the children to use the new words they have been learning as they talk, to expand their word banks and enhance their oracy at the same time. Begin by asking questions about the lines and colours, move on to describing or identifying any details which have caught the children's attention, progressing to thoughts the children have about why the artist/s worked in a particular way or 'style', and what they might have been trying to say or communicate to us.

A. THE LANGUAGE OF ART

Teachers: This section includes a selection of useful and specialist words for talking about works of art. You will find that you can use many of these terms in other areas of your teaching, particularly language and literacy (where it is also customary to consider character, narrative, style etc.). Aim to enable the children to understand these terms; at this stage very few will be use these terms in their speech, but building recognition and re-call is an important step towards this.

- Style: the way a work of art looks (in literature, the way something has been written or sounds)
- Narrative: the word we use for a story in a work of art
- Character: a word to refer to the main or important figures in a work of art or literature; but also a term to describe a type of figure or person, such as 'hero'

B. TALKING ABOUT PAINTINGS OF CHILDREN

Teachers: Use detailed looking and talking about the following paintings to embed what the children have learned on the elements of art. Also help the children to verbalise they can observe about the depicted children, such as their status or relationship, how old they are, what are they doing, where they are and how might they be feeling (always referring back to things that can be seen).

- William Hogarth, *The Graham Children*, 1742 (National Gallery, London)
- Pieter Bruegel, *Children's Games*, 1560 (Kunsthistorisches Museum, Vienna)
- John Singer Sargent, *Carnation, Lily, Lily, Rose*, 1885-6 (Tate Britain, London)
- Gabriel Metsu, *The Sick Child*, 1660 (Rijksmuseum, Amsterdam)

C. TALKING ABOUT NARRATIVE PAINTINGS: SAINT GEORGE AND THE DRAGON

Teachers: Observe and talk about two paintings showing George and the Dragon [Cross-curricular link with Language and Literature]. Use the version of the legend you have used in literature to help you read what you can see in the paintings. Among artists, the version by Jacobus de Voragine in 'The Golden Legend' was a popular source. Start by identifying the characters (what can you see that tells you the girl is a princess, for example). Compare the different moments in the narrative (story) these artists have shown. Look at and talk about how the artists painted George, the princess, and dragon as very different characters, showing different reactions, and in very different settings.

- Paolo Uccello, *Saint George and the Dragon*, 1470 (National Gallery, London)
- Jacopo Tintoretto, *Saint George and the Dragon*, 1555 (National Gallery, London)

ADDITIONAL UNIT: TYPES OF ART: ARCHITECTURE (OF THE STATE)

Teachers: This is an additional unit for you to explore. Children can focus on the art of buildings and building design. Children can learn about architecture of the 'state', meaning buildings for the rulers of our country - the government and royals. We also look for the lines in buildings. [Cross-curricular links with British History and Geography]

- The Palace of Westminster, focus on the parts by Charles Barry and Augustus Pugin, constructed 1840-1870 (Westminster, London)
- Westminster Abbey, present building begun under King Henry III in 1245 (Westminster, London)
- The Banqueting House (part of the former Whitehall Palace), by Inigo Jones, 1622, with ceiling paintings by Rubens added in 1636 (Whitehall, London)



Music: Year 1

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines. The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice such as singing, clapping rhythms, playing instruments, etc.

I. ELEMENTS OF MUSIC

- Through participation, become familiar with some basic elements of music rhythm, melody, harmony, form, timbre, etc.).
 - Recognise a steady beat; begin to play a steady beat.
 - Recognise that some beats have accents (stress).
 - Move responsively to music (marching, walking, hopping, swaying, etc.).
 - Recognise short and long sounds.
 - Discriminate between fast and slow.
 - Discriminate between obvious differences in pitch: high and low.
 - Discriminate between loud and soft.
 - Recognise that some phrases are the same, some different.
 - Sing unaccompanied, accompanied and in unison.

II. LISTENING AND UNDERSTANDING

Teachers: To encourage listening skills and the beginnings of understanding, play various kinds of music often and repeatedly. In the Year 1 classroom, music can be played for enjoyment, to accompany activities, to inspire creative movement, etc. Expose children to a wide range of music, including children's music, popular instrumental music and music from various cultures.

A. INSTRUMENTS

- Recognise the following instruments by sight and sound:
 - Guitar
 - Piano
 - Trumpet
 - Flute
 - Violin
 - Drum

B. WORKS OF MUSIC

- Become familiar with the following works:
 - Edvard Grieg, 'Morning Mood' and 'In the Hall of the Mountain King' from *Peer Gynt*. This is a good work to illustrate dynamics (loud and quiet), as well as tempo (slow and fast).
 - Pyotr Tchaikovsky, 'The Nutcracker'
 - Victor Herbert, 'March of the Toys' from *Babes in Toyland*
 - Richard Rodgers, 'March of the Siamese Children' from *The King and I*
 - Camille Saint-Saëns, *Carnival of the Animals*

III. SONGS

Teachers: Children should become familiar with many of the works below. See also Year 1 Language and Literature's Mother Goose poems, since a number of these poems may be sung to familiar melodies.

A. WORKS OF MUSIC

- The Bear Went Over the Mountain
- The Farmer in His Den
- Head, Shoulders, Knees and Toes
- Here We Go Round the Mulberry Bush
- The Hokey Cokey
- Hush, Little Baby
- If You're Happy and You Know It
- Jingle Bells
- Kumbaya (also Kum Ba Ya)
- London Bridge is Falling Down
- The Muffin Man
- My Bonnie Lies over the Ocean
- Pop! Goes the Weasel
- Old MacDonald Had A Farm
- One Man Went to Mow
- Row, Row, Row Your Boat
- This Old Man
- Twinkle Twinkle Little Star
- The Wheels on the Bus

B. ADDITIONAL WORKS OF MUSIC

Teachers: You may wish to supplement the songs listed above with other songs, such as those below.

- Eensy, Weensy Spider
- Five Little Ducks That I Once Knew
- Happy Birthday to You
- How Much is that Doggie in the Window?
- I Had a Little Nut Tree
- I'm a Little Teapot
- Kookaburra
- Lavender's Blue
- Oh Where, Oh Where, Has My Little Dog Gone?
- One Potato, Two Potato
- Polly Put the Kettle On
- Ring-a-Ring Of Roses
- Teddy Bears' Picnic
- There Was an Old Woman Who Swallowed a Fly
- You Are My Sunshine



Mathematics: Year 1

I. NUMBERS AND THE NUMBER SYSTEM

A. WHOLE NUMBERS

- Read and write numbers to at least 30 in figures.
- Count reliably at least 30 objects.
- Count on or back in ones, twos, fives or tens.
- Recognise the place value of each digit in a number to at least 30.
- Compare and order numbers to at least 30, using the related vocabulary and the equals (=) sign.
- Use knowledge of place value to position numbers to at least 30 on a number line.
- Identify ordinal numbers, first (1st) to tenth (10th).
- Within the range 0 – 30, identify the number that is 1 more or 1 less than a given number.
- Estimate a number of objects up to about 30 objects.

B. FRACTIONS

- Identify $\frac{1}{2}$ as one of two equal parts of a region or object.
- Find $\frac{1}{2}$ of a set of objects.

II. NUMBER OPERATIONS AND CALCULATIONS

A. ADDITION AND SUBTRACTION

- Understand addition as counting on and combining two groups of objects, using appropriate vocabulary.
- Understand subtraction as 'take away' and 'difference', using appropriate vocabulary.
- Use the +, – and = signs to record calculations.
- Recall pairs of numbers with a total of 10.
- Recall all addition and subtraction facts for each number to at least 5.
- Begin to recall all addition and subtraction facts for each number to at least 10.
- Use known number facts and place value to add or subtract mentally a pair of one-digit numbers, e.g. $5 + 7$, $9 - 4$.
- Use informal written methods to add or subtract.
 - Add or subtract a one-digit number to or from a two-digit number, e.g. $14 + 7$, $18 - 6$.
 - Add a multiple of 10 to a one-digit or two-digit number, e.g. $60 + 4$, $60 + 24$.
 - Subtract a multiple of 10 from a two-digit number, e.g. $58 - 30$.

B. MULTIPLICATION AND DIVISION

- Combine groups of the same size, using practical activities.
- Arrange objects into equal groups, using practical activities.
- Begin to use the vocabulary of multiplication and division.
- Identify doubles of all numbers to at least 10.

III. MEASUREMENT

A. LENGTH, MASS, CAPACITY AND TEMPERATURE

- Identify familiar instruments of measurement, such as a ruler, scale and thermometer, and be able to describe their uses.

- Compare lengths, masses, capacities and temperatures using appropriate vocabulary.
- Estimate, then measure, while choosing and using suitable, uniform non-standard or standard units and measuring equipment, e.g. straws, interlocking cubes, marbles, yoghurt pots, metre stick, litre jug.
- Begin to use a ruler to measure lengths in centimetres.

B. TIME

- Use vocabulary related to time.
- Sequence familiar events in time.
- Compare duration of events.
- Know the days of the week and the months of the year.
- Read the time to the hour and half hour on an analogue clock.

C. MONEY

- Identify and use the pound (£) and pence (p) signs and the 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 coins.
- Find totals and give change.
- Write simple money amounts, e.g. 30p, £4.

IV. GEOMETRY

A. 2-D AND 3-D SHAPES

- Visualise and name common 2-D shapes, including a circle, triangle, square and rectangle.
- Visualise and name common 3-D solids, including a sphere, cylinder, cone, square-based pyramid, cube and cuboid.
- Use everyday language to describe features of common 2-D shapes, including the number of sides and corners.
- Use everyday language to describe features of common 3-D solids, including the shapes of faces and number of faces and corners.
- Recognise common shapes and solids in the environment.
- Use shapes and solids to make patterns, designs, pictures and models.

B. POSITION, DIRECTION AND MOVEMENT

- Use everyday language to describe position, direction and movement.

V. DATA

- Establish concepts of likeness and difference by sorting and classifying objects according to various criteria: size, shape, colour, amount, function, etc.
- Define a set by the common property of its elements.
- In a collection of objects that includes a given set and an item that does not belong, indicate which item does not belong.
- Interpret and construct simple pictograms.

VI. PROBLEM SOLVING AND REASONING

- Recognise and continue simple patterns involving numbers or shapes.
- Describe simple relationships involving numbers or shapes.
- Solve simple mathematical problems and puzzles involving numbers or shapes.
- Solve practical problems involving addition, subtraction, multiplication or division in the context of numbers or measurements, including money.



Science: Year 1

Teachers: Effective instruction in science requires hands-on experience and observation. In the words of the Association for Science Education: 'A good primary science education:

- Acknowledges that children come to science education with ideas, observations and questions about the world around them and use these as the foundations for their learning.
- Nurtures children's curiosity and inspires them, in a rich learning environment, to discover more and to develop positive attitudes and an appreciation of the nature of science.
- Challenges children to develop and use scientific skills; acquire and apply scientific knowledge, understanding and language; investigate through playing, exploring and experimenting; communicate and collaborate effectively with others; challenge scientific evidence.
- Enables children to make connections between scientific ideas and to see how they are developed and applied in other disciplines and beyond the classroom.'

While experience counts for much, learning from books is also important, for it helps bring coherence and order to a child's scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child's development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. However, a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time.

I. PLANTS AND PLANT GROWTH

Teachers: Reading aloud, observation and activities such as growing plants from seed in varying conditions are useful ways to explore the following topics with children.

- Understand what plants need to grow: sufficient warmth, light and water.
- Recognise basic parts of plants: seeds, roots, stems, branches and leaves.
- Understand that plants make their own food.
- Recognise the importance of flowers and seeds. For example, seeds such as rice, nuts, wheat and corn are food for plants and animals.
- Know that there are two kinds of plants: deciduous and evergreen.
- Become aware of key aspects of farming.
 - How some food comes from farms as crops
 - How farmers must take special care to protect their crops from weeds and pests
 - How crops are harvested, kept fresh, packaged and transported for people to buy and consume

II. ANIMALS AND THEIR NEEDS

Teachers: Through reading aloud, observation and activities, explore with children the common characteristics and needs of animals.

- Make the connection that animals, like plants, need food, water and space to live and grow.
- Recognise that plants make their own food, but animals obtain food from eating plants or other living things.
- Understand that offspring are very much (but not exactly) like their parents.
- Understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
- Recognise that pets have special needs and must be cared for by their owners.

III. THE HUMAN BODY: THE FIVE SENSES

- Identify the five senses and associated body parts:
 - Sight: eyes
 - Hearing: ears
 - Smell: nose
 - Taste: tongue
 - Touch: skin
- Review the importance of taking care of your body: exercise, cleanliness, healthy foods and rest.

IV. INTRODUCTION TO MAGNETISM

Teachers: Through reading aloud, observation and experiments with magnets, introduce children to the idea that there are forces we cannot see that act upon objects. [Cross-curricular connections with Year 3 Science]

- Identify familiar, everyday uses of magnets. For example: in toys, in cabinet locks, in refrigerator magnets, etc.
- Classify materials according to whether they are or are not attracted by a magnet.

V. SEASONS AND WEATHER

Teachers: The emphasis in Year 1 should be on observation and description; technical explanations of meteorological phenomena should be taken up in later years.

- Identify the four seasons.
- Be able to describe characteristic local weather patterns during the different seasons.
- Recognise the importance of the sun as a source of light and warmth.
- Understand daily weather changes.
 - Temperature: thermometers are used to measure temperature
 - Clouds: rainfall comes from clouds
 - Rainfall: how the condition of the ground varies with rainfall; rainbows
 - Thunderstorms: lightning, thunder, hail, safety during thunderstorms
 - Snow: snowflakes, blizzards

VI. TAKING CARE OF THE EARTH

- Identify the importance of conservation: some natural resources are limited, so people must be careful not to use too much of them. For example: logging and subsequent reforestation.
- Recognise practical measures for conserving energy and resources. For example: turn off unnecessary lights, tightly turn off taps, etc.
- Understand that some materials can be recycled. For example: aluminium, glass and paper.
- Become aware that pollution be harmful but, if people are careful, they can help reduce pollution. For example, littering, smog, water pollution.

VII. MATERIALS

Teachers: Children should use correct vocabulary to describe different materials and their properties. Sort materials into groups based on their properties. For example: soft, hard, bendy, ability to float, magnetic or non-magnetic.

- Recognise and name a variety of widely used materials. For example: wood, plastic, rock, paper, metal.
- Explain why materials are chosen for specific tasks based on their properties. For example wool for clothing, glass for windows, wood for tables, metal for bridges.
- Become aware that some materials are natural and some are man-made.

VIII. SCIENCE BIOGRAPHIES

- Joseph Banks (botanist)
- Jane Goodall (studied chimpanzees)
- Wilburn and Orville Wright (made first aeroplane)