



number. They will use hands-on resources to help them understand and apply their knowledge of place value in two digit numbers, representing the numbers in a variety of different ways.

**Calculating:**

Children learn that addition and multiplication number sentences can be re-ordered and the answer remains the same (commutativity) such as  $9+5+1=5+1+9$ . They learn that this is not the case with subtraction and division. They solve a variety of problems using mental and written calculations for  $+$ ,  $-$ ,  $\times$ ,  $\div$  in practical contexts. These methods will include partitioning which is where the number is broken up into more manageable parts (e.g.  $64 = 60 + 4$  or  $50 + 14$ ), re-ordering (e.g. moving the larger number to the beginning of the number sentence when adding several small numbers) and using a number line. Children will know the 2, 5 and 10 times tables, as well as the matching division facts ( $4 \times 5 = 20$ ,  $20 \div 5 = 4$ ) and can recall them quickly and accurately. They apply their knowledge of addition and subtraction facts to 20 and can use these to work out facts up to 100.

**Fractions including decimals :**

Throughout year 2, children will develop their understanding of fractions and the link to division. They explore this concept using pictures, images and hands-on resources. They will solve problems involving fractions (e.g. find  $\frac{1}{3}$  of the hexagon or  $\frac{1}{4}$  of the marbles) and record what they have done. They will count regularly and fluently in fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$  forwards and backwards and, through positioning them on a number line, understand that some have the same value (equivalent) e.g.  $\frac{1}{2} = \frac{2}{4}$ .

**Measurement:**

Children will estimate, choose, use and compare a variety of measurements for length, mass, temperature, capacity, time and money. By the end of year 2, they will use measuring apparatus such as rulers accurately. They will use their knowledge of measurement to solve problems (e.g. how many ways to make 50p). They extend their understanding of time to tell and write it on an analogue clock to 5 minute intervals, including quarter past / to the hour. They will know key time related facts (minutes in an hour, hours in a day) and relate this to their everyday life.

**Geometry:**

Children will identify, describe, compare and sort common 2-D and 3-D shapes according to their properties (sides, vertices, edges, faces) and apply this knowledge to solve simple problems. They develop their understanding by finding examples of 3-D shapes in the real world and exploring the 2-D shapes that can be found on them (e.g. a circle is one of the faces on a cylinder). Children begin to describe position, direction and movement in a range of different situations, including understanding rotation (turning through right angles clockwise and anti-clockwise). They use their knowledge of shape in patterns and sequences.

**Statistics :**

Children sort and compare information, communicating findings by asking and answering questions. They will draw simple pictograms, tally charts and tables.

**Little Gaddesden C of E Primary School**

**Curriculum Map Key Stage 1 National Curriculum 2014**

This curriculum map presents the statutory curriculum content for pupils in Key Stage 1 which is specified in the National Curriculum 2014. This forms the foundations of the Little Gaddesden Primary curriculum experience which aims to bring learning to life and life to learning and enables all our pupils to:

|   |   |
|---|---|
| perform to their full potential                   | be curious & creative thinkers;             |
| be independent and enthusiastic learners;         | be confident individuals                    |
| develop into citizens of the future;              | try new challenges;                         |
| be versatile;                                     | develop resilience for when things go wrong |
| play a full part in all aspects of school life;   | develop respect and responsibility;         |
| develop positive attitudes to healthy lifestyles; | develop an awareness of the wider world;    |
| show respect for others;                          | have a shared sense of community.           |

**National Curriculum 2014 – English & Mathematics**

**English :**

In Year 1, pupils are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

**Speaking & Listening :** In Year 1, pupils will:

- Become more familiar with and confident in using language in a greater variety of situations, eg
- Listening to and discussing a wide range of books and poems;
- Recognising and joining in with predictable phrases:
- Learning some rhymes and poems to recite by heart;
- Discussing the meaning of words and extending vocabulary;
- Joining in with discussions and explaining their understanding;
- Changing their speaking when taking on a role of a character during play.

In Year 2, pupils will:

- Listening to and expressing views about a wide range of books and poems;
- Retelling familiar stories and discussing the order of events;
- Building a bank of poems that they can recite by heart;
- Clarifying the meaning of words and extending vocabulary;
- Joining in with discussions, asking questions and explaining their understanding;
- Changing their speaking for different purposes and audiences such as role play or performances.

**Reading :** In Year 1, pupils will:

Continue to learn to read words using phonics as well as learning to recognise words that cannot easily be sounded out e.g. *once*. For further information regarding phonics and the school reading scheme refer to the Home Learning Support page of the school website.

In Year 2, this part of the curriculum is broken down into 'word reading' and 'comprehension'. Pupils will be taught to read words fluently and speedily, using phonics as well as developing a growing bank of words that they recognise instantly. They will also be taught to check their own reading makes sense and to re-read to correct when something doesn't make sense. To encourage the development of a life-long love of reading, pupils will learn to understand what they read using carefully structured activities using a wide range of high quality books. They are encouraged to make links with their own experiences, answer questions about the text, predict what might happen at various points in a story, work out why things might have happened, and read a variety of non-fiction books.

**Writing** : In Year 1, pupils will develop their writing through the following areas:

Spelling:

Spell words using phonics;  
learn commonly used whole words that are difficult to sound out;  
Spell the days of the week;  
begin to look at patterns and rules.

Handwriting:

Hold a pencil correctly;  
form letters and digits correctly and confidently;  
Leave spaces between words.

Composition:

Speak in whole sentences;  
write sequences of sentences;  
re-read and check for sense;  
develop a wide vocabulary;  
use capital letters, full stops, question marks and exclamation marks;  
join sentences with 'and'.

In Year 2, pupils will develop their writing through the following areas:

Spelling:

Continue to spell words using phonics;  
learn commonly used whole words that are difficult to sound out;  
understand more patterns and rules.

Handwriting:

form letters that are consistent in size;  
leave appropriate spaces between words.

Composition:

plan what they are going to write;  
record their writing sentence by sentence;  
Re-read and check for sense and accuracy;  
write for a range of purposes;  
develop a wide vocabulary  
Develop their understanding and accuracy of punctuation;  
use a range of words to join sentences and add detail.

**Mathematics:** In Maths, pupils in Year 1 will:

begin to solve simple problems involving addition and subtraction in familiar contexts such as going shopping, using a range of hands-on equipment, symbols, images and pictures. They begin to use what they know to tackle problems that are more complex and provide simple reasons for their opinions.

Counting and understanding numbers:

Children will identify and represent numbers using objects, pictures and models, such as the number line, and use 'equal to, more than, less than (fewer), most and least.' Children will accurately count numbers to, and across, 100 forwards and backwards from any given number with increasing understanding. They count, read, write and order numbers in numerals up to 100 and from 1 to 20 in words. When given a number, they can identify one more and one less. They can count in multiples of twos, fives and tens.

Calculating :

Children will understand known addition and subtraction facts within 20, including zero. They will demonstrate an understanding of multiplication and division through grouping and sharing using hands-on resources, pictorial representations and arrays (2, 5 and 10). They understand doubling and halving small quantities.

Fractions :

Through play and hands-on resources, children will find and name half and one quarter of objects, shapes and quantities.

Measurement :

Children will begin to measure using non-standard units (finger widths, blocks etc.) moving to standard units of measure (e.g. cm) using tools such as a ruler, weighing scales and containers. They will begin to record and compare measurements such as lengths and heights, mass and weight, capacity and volume using language such as long / short; heavy / light; full / half-full / empty. They will tell the time to the hour, half past the hour and be able to sequence events in chronological order using precise language (for example, before and after, next, first, today etc.). Children will recognise and know the value of different denominations of coins and notes.

Geometry :

Children will recognise and name common 2-D shapes, e.g. rectangles (including squares), circles and triangles, and 3-D shapes, e.g. cuboids (including cubes, pyramids and spheres) in different orientations and sizes. They will describe position, direction and movement, including whole, half and three quarter turns.

Statistics :

In preparation for year 2, children will begin to compare, sort and classify information, including through cross curricular links e.g. science – sorting materials into groups according to their properties. They will also begin to construct simple pictograms and tables.

In Year 2, pupils will:

By the end of year 2, children will solve problems with one or a small number of simple steps. Children will discuss their understanding and begin to explain their thinking using appropriate mathematical vocabulary, hands-on resources and different ways of recording. They will ask simple questions relevant to the problem and begin to suggest ways of solving them.

Counting and understanding numbers:

Children will develop their understanding of place value of numbers to at least 100 and apply this when ordering, comparing, estimating and rounding. Children begin to understand zero as a place holder as this is the foundation for manipulating larger numbers in subsequent years. Children will count fluently forwards and backwards up to and beyond 100 in multiples of 2, 3, 5 and 10 from any