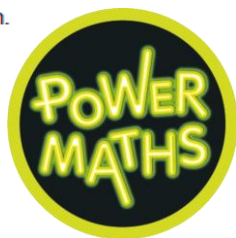


## Mathematics

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Read and write numbers to 100 in numerals.
- Identify and represent numbers using objects and pictorial representations including the number line (numbers to at least 30).
- Use the language of: equal to, more than, less than (fewer), most, least.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).
- Recall and use doubles of all numbers to 10 and corresponding halves.
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Understand that a fraction can describe part of a whole.
- Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure).
- Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.
- Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.
- Compare, describe and solve practical problems for:
  - lengths and heights (for example, long / short, longer / shorter, tall / short, double / half).
  - mass/weight (for example, heavy / light, heavier than, lighter than).
  - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).
  - time (for example, quicker, slower, earlier, later).
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognise and know the value of different denominations of coins and notes.
- Sort objects, numbers and shapes to a given criterion and their own.



## End of Year Expectations for Year 1

This booklet provides information for parents and carers on the end of year key learning indicators of performance for pupils in our school. The statements in this booklet have been identified as **Key Learning Indicators of Performance** as these have the greatest impact on the further development of skills and subsequent learning. They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

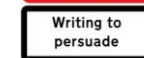
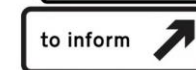
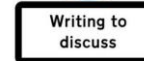
## Reading

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow*.
- Read accurately by blending sounds in unfamiliar words.
- Make personal reading choices and explain reasons for choices.
- Check that texts make sense while reading and self-correct.
- Demonstrate understanding of texts by answering questions related to *who, what, where, when, why, how*.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Recall specific information in fiction and non-fiction texts.
- Make predictions based on what has been read so far.
- Listen to what others say.



## Writing

- Say, and hold in memory whilst writing, simple **sentences** which make sense.
- Write simple **sentences** that can be read by themselves and others.
- Separate **words** with spaces.
- Use **punctuation** to demarcate simple **sentences (capital letters and full stops)**.
- Sequence ideas and events in narrative.
- Orally compose every **sentence** before writing.
- Re-read every **sentence** to check it makes sense.
- Read aloud their writing audibly to adults and peers.
- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Hold a pencil with an effective grip.
- Form lower-case **letters** correctly – *starting and finishing in the right place, going the right way round, correctly oriented*.



## Science

Ask questions. (Working Scientifically)

Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned. (Working Scientifically)

Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked. (Working Scientifically)

Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken. (Working Scientifically)

Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds. (Animals, including humans)

Know and classify animals by what they eat (carnivore, herbivore and omnivore). (Animals, including humans)

Know how to sort by living and non living things. (Animals, including humans)

Know the name of parts of the human body that can be seen. (Animals, including humans)

Know and name a variety of common wild and garden plants. (Plants)

Know and name the petals, stem, leaves and root of a plant. (Plants)

Know and name the roots, trunk, branches and leaves of a tree. (Plants)

Know the name of the materials an object is made from. (Everyday Materials)

Know about the properties of everyday materials. (Everyday Materials)

Name the seasons and know about the type of weather in each season. (Seasonal Change)

## Art

Know how to create moods in art work. (Techniques)

Know the names of the primary and secondary colours. (Techniques)

Know how to create a repeating pattern in print. (Techniques)

Know how to show how people feel in paintings and drawings. (Drawing)

Know how to use pencils to create lines of different thickness in drawings. (Drawing)

Describe what can be seen and give an opinion about the work of an artist. (Range of Artists)

Ask questions about a piece of art. (Range of Artists)

Know how to cut, roll and coil materials. (Using Materials)

Know how to use IT to create a picture. (Using Materials)

## Music

Clap and repeat short rhythmic and melodic patterns. (Create own music)

Make a sequence of sounds and respond to different moods in music. (Create own music)

Say whether they like or dislike a piece of music. (Listening and appreciate)

Use instruments to perform and choose sounds to represent different things. (Playing an Instrument)

Follow instructions about when to play and sing. (Singing)

Make different sounds with voice and with instruments. (Singing)

## Computing

I can use simple keywords in search engines. (Information Technology)

I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. (Butterfly feeling). (Information Technology)

I can explain why I should always ask a trusted adult before I share any information about myself online. (Information Technology)

I can explain how passwords can be used to protect information and devices. (Information Technology)

I can log on and off the school network using my individual username and password. (Information Technology)

I can input text and images using a simple publishing programs. (Digital Literacy)

I can type a simple sentences on the screen, making use of a word bank. (Digital Literacy)

I can alter my writing in a number of ways (size, colour, font etc.). (Digital Literacy)

I can tell you the main keys for writing e.g. shift, space bar, full stop. (Digital Literacy)

I can type simple sentences using the correct format ( Capital letters, space and full stop). (Digital Literacy)

I can use buttons within a programme to make text bold/ italics / text alignment etc. (Digital Literacy)

I can move to different places in the text using the arrow keys or mouse. (Digital Literacy)

I can use the 'undo' icon to fix a mistake. (Digital Literacy)

I can create a pictogram by entering data into a simple graphing package. (Digital Literacy)

I know that a program is a precise set of instructions also called an algorithm. (Computer Science)

I can give and follow instructions, which include straight, turning command - one at a time. (Computer Science)

I can plan a simple algorithm. (Computer Science)

I can create a simple program. (Computer Science)

I can debug a simple program that is causing an unexpected outcome. (Computer Science)

I can recognise that there may be people online who could make me feel sad, embarrassed or upset. (Digital Citizenship)

If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. (Butterfly feeling). (Digital Citizenship)

I can use the internet with adult support to communicate with people I know. (Digital Citizenship)

I can explain why it is important to be considerate and kind to people online. (Digital Citizenship)

I can recognise that information can stay online and could be copied. (Digital Citizenship)

I can describe what information I should not put online without asking a trusted adult first. (Digital Citizenship)

I can explain rules to keep us safe when we are using technology both in and beyond the home. (Digital Citizenship)



## Design Technology

Use own ideas to design something and describe how their own idea works. (Designing)

Design a product that moves. (Designing)

Explain to someone else how they want to make their product and make a simple plan before making. (Designing)

Use own ideas to make something. (Making)

Make a product which moves. (Making)

Choose appropriate resources and tools. (Making)

Describe how something works. (Evaluating)

Explain what works well and not so well in the model they have made. (Evaluating)

Make their own model stronger. (Technical Knowledge)

Cut food safely. (Food Technology)

## Geography

Know which is North, South, East and West on a compass. (Geographical skills and fieldwork)

Know their own address including the postcode. (Geographical skills and fieldwork)

Know and use the terminologies: left and right, below, next to. (Geographical skills and fieldwork)

Know the names of four countries that make up the UK. (Locational knowledge)

Name the three main seas that surround the UK. (Locational knowledge)

Know which is the hottest and coldest seasons in the UK. (Human and physical geography)

Know and recognise main weather symbols. (Human and physical geography)

Know the main differences between city, town and village. (Human and physical geography)

Know features of hot and cold places in the world. (Place knowledge)

## History

Name a famous person from the past and explain why they are famous. (Lives of Significant people)

Know the name of a famous person, or a famous place, close to where they live. (Local History)

Know that the toys their grandparents played with were different to their own. (Within Living Memory)

Organise a number of artefacts by age. (Within Living Memory)

Know what a number of older objects were used for. (Within Living Memory)

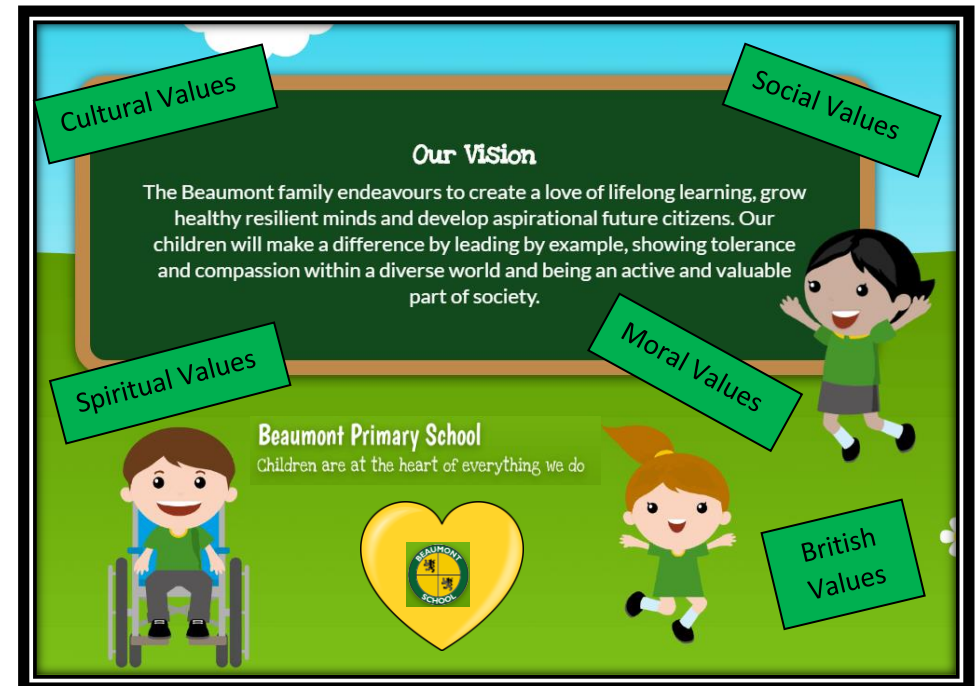
Know the main differences between their school days and that of their grandparents. (Within Living Memory)

## PE – By the end of KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns



Persevering  
Poppy



Determined  
Dan



Teamwork  
Tom



Resilient  
Ria



Motivated  
Muhammed



Aspirational  
Asher