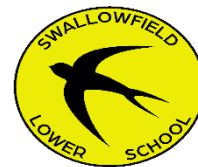




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KEY SKILLS – END OF YEAR 1

MATHS EXPECTATIONS



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Number and Place Value

I can:

- Count up and down from 0 to 100 and more
- Count, read and write numbers up to 100
- Count in steps of 2, 5 or 10
- Say which number is one more or less than any two digit number
- Find numbers on a number line or number square when I am solving problems
- Use and understand the vocabulary equal to, more than, less than, most and least
- Read and write the numbers up to 20 in numerals and words

Number: Addition, Subtraction, Multiplication, Division

I can:

- Use the maths symbols +, - and = in a number sentence
- Know number bonds up to 20, such as $14 + 1 = 15$ and $20 - 3 = 17$
- Add and subtract numbers up to 20
- Solve some number problems, e.g. $9 - ? = 6$
- Answer multiplication and division questions with help from an adult and using objects to show what the problem means

Fractions

I can:

- Say that a half is one of two equal parts and find half of a shape or set of objects by sharing the shape or set into 2 equal parts or groups
- Find a quarter of a shape or set of objects by sharing the shape or set into 4 equal parts or groups

Measurement

I can:

- Measure length or height, mass and capacity using non-standard measures and write down what I measured
- Use measuring vocabulary such as long/short (longer/shorter), heavy/light (heavier/lighter), full/empty (half full, quarter full etc) to explain my work
- Identify coins of different values, e.g. 1p, 2p, 5p, 10p, 20p, 50p
- Tell the time and draw hands on a clock for the hour and half past the hour times
- Time how long something takes to happen, such as how long it takes to run around the playground
- Answer some questions about time, such as Who is quicker? or Which is earlier?
- Use some time words, such as before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- Name the days of the week and talk about weeks, months and years and know what they mean

Shape

I can:

- Name common 2D shapes, such as square, rectangle, circle, triangle
- Name some 3D shapes, such as cube, cuboid, pyramid and sphere
- Describe my position, direction and movement, including turning in quarter turns.



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KEY SKILLS – END OF YEAR 1

READING EXPECTATIONS



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Spoken Language

I can:

- Listen and respond appropriately to adults and friends
- Ask questions to extend my understanding and knowledge
- Use strategies to build my vocabulary
- Give reasons for my answers, arguments and opinions
- Create descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in conversations, staying on topic and responding to what others say
- Speak loudly enough with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Keep my listener(s) attention while I'm talking
- Listen to and consider other people's viewpoints
- Use the correct tone of voice in different situations

Word Level

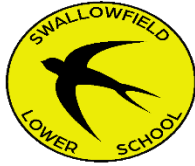
I can:

- Read words by breaking them down into sounds
- Quickly read given letter or groups of letters
- Read new words by blending letters together
- Read some unusual words
- Read word ending in -s, -es, -ing, -ed, -er and -est
- Read words that have missing letters, such as I'm, I've or we'll
- Read words aloud from books
- Check what I am reading makes sense as I read
- Re-read books so that I become a more confident reader

Comprehension

I can:

- Listen and discuss what I have read, including poems, stories and non-fiction books
- Talk about personal experiences that link to what we are reading
- Talk about special stories we have worked on in class and even re-tell them to my teacher
- Join in with special phrases in stories
- Remember some rhymes or poems
- Discuss what words mean
- Understand what books mean when I listen to them or read them myself
- Discuss the titles and events in books I read
- Explain why a character does or says some things
- Predict what happens next based on what has happened so far
- Take turns to listen and discuss when I am working in a group
- Explain what has happened in the story someone just read to me



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KEY SKILLS – END OF YEAR 1

WRITING EXPECTATIONS



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Transcription

I can:

- Spell words from the Year 1 list, some unusual words and the days of the week
- Say the names of all the letters of the alphabet in order
- Explain that some sounds are spelled differently using different letters
- Add -s or -es to words to make them plural
- Add word endings such as -ing, -ed, -er or -est to make new words, such as helping, helped, helper
- Add un- at the beginning of a word to create a new word
- Write a sentence told to me by my teacher

Handwriting

I can:

- Sit and hold a pencil correctly
- Write some of my letters correctly, including capital letters, starting and finishing in the correct place
- Write all the numbers correctly
- Tell you how some letters are similar and can be put into groups

Composition

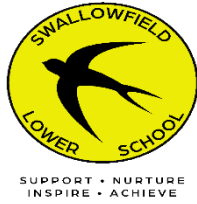
I can:

- Think of and say a sentence aloud before I write it down
- Write a short text by thinking of some sentences in the order I need
- Check my sentence makes sense by re-reading it
- Discuss what I have written with the teacher or my friends
- Read aloud my own writing so my friends and my teacher can hear me

Vocabulary, Grammar and Punctuation

I can:

- Write clearly with spaces between my words
- Put two sentences together using 'and'
- Tell you where I might add a capital letter, full stop, question mark or exclamation mark to my work
- Show you where I can use a capital letter for people's names, places, days of the week or the word I
- Add the endings -s and -es to make plurals, and -ed or -ing to make new words
- Explain that add un- to the beginning of a word changes the word to mean the opposite
- Put words together to build a sentence



KEY SKILLS – END OF YEAR 1

SCIENCE EXPECTATIONS



Working Scientifically

I can:

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify animals, plants or materials and group them
- Use my observations and ideas to suggest answers to questions
- Gather and record data from my observations to help with answering questions

Seasonal Change

I can:

- Notice the changes that happen in each season
- Notice and describe the weather associated with each of the seasons, and how the length of the day (hours of sunshine) also changes

Animals, including Humans

I can:

- Name a variety of common animals, including amphibians, reptiles, birds, fish and mammals
- Name a variety of common animals that are classified as omnivore, carnivore or herbivore
- Describe and compare the bodies of some common animals
- Identify, name, draw and label the basic parts of the human body and associate them with the senses

Everyday Materials

I can:

- Tell you the name of an object and the material it is made from
- Name some everyday materials, such as wood, plastic, glass, metal and rock
- Describe the simple physical properties of everyday materials using words like soft, hard, rough, smooth, shiny etc
- Compare & group together materials based on their physical properties

Plants

I can:

- Name a variety of common plants and know that trees are either evergreen or deciduous
- Describe and name the basic parts of flowering plants, including trees using words like trunk, stem, roots, leaves, branches, petal, flower etc



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KEY SKILLS – END OF YEAR 1

FOUNDATION SUBJECTS



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These are the National Curriculum objectives for KSI in all of the Foundation Subjects. This means that your child should have a full understanding of them by the time they reach the end of Year 2. All of these objectives will be included in each year group's planning and teaching, but at an appropriate level for that year group to help the child progress towards a full understanding at the end of the Key Stage. Where possible we have included only objectives relevant to this year group. There is a brief description of how this is delivered in Year 1 underneath each subject.

Computing (full KSI objectives)

We learn:

- to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- to create and debug simple programs
- to use logical reasoning to predict the behaviour of simple programs
- to use technology purposefully to create, organise, store, manipulate and retrieve digital content
- to recognise common uses of information technology beyond school
- to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when we have concerns about content or contact on the internet or other online technologies.

In Year 1, Computing is taught using programmes such as: Purple Mash, The Smart Learning Platform, Beebots, Create a Story and Dazzle 3 and the children also use Microsoft Word. They practise typing using BBC dance mat website.

Geography (full KSI objectives)

- to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- to use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



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KEY SKILLS – END OF YEAR 1 FOUNDATION SUBJECTS



SUPPORT • NURTURE
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These Geography objectives are taught through the topics Africa and Superheroes. In Superheroes we learn about our local area and study bird's eye views.

History (objectives taught in Year 1)

We learn:

- about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

These History objectives are taught through the topics Turrets and Tiaras and Superheroes. In Superheroes we look at the history of the comic book.

PE (full KSI objectives)

We learn:

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

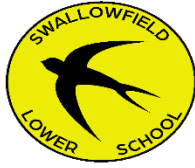
In Year 1, we practise Ball skills, Swimming, Dance, Gymnastics and Athletics

Art (full KSI objectives)

We learn:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In Year 1, we learn about famous artists and create our own Pop Art. In the summer term we sketch African animals and explore different paint techniques such as marbling. We also look at colour blending to create African sunsets.



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KEY SKILLS – END OF YEAR 1 FOUNDATION SUBJECTS



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DT (full KSI objectives)

We learn:

- to design purposeful, functional, appealing products for themselves and other users based on design criteria
- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- to explore and evaluate a range of existing products
- to evaluate their ideas and products against design criteria
- to build structures, exploring how they can be made stronger, stiffer and more stable
- to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

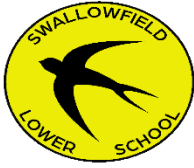
In Year 1, we design and create our own capes, medieval costumes, a picture that moves, our own paper plate giraffe and African jewellery.

Music

We learn:

- to use our voices expressively and creatively by singing songs and speaking chants and rhymes
- to play tuned and untuned instruments musically
- to listen with concentration and understanding to a range of high-quality live and recorded music
- to experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Year 1, we use Sing Up and Charanga websites. This allows us to sing, play and compose music ourselves. We also listen to music from different countries and times in history. We listen to and perform African music.



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KEY SKILLS – END OF YEAR 1 FOUNDATION SUBJECTS



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R.E. (KSI objectives from agreed Bedfordshire RE syllabus)

We learn:

- to identify some core beliefs and concepts studied and give a simple description of what they mean
- to give examples of how stories show what people believe
- to give clear, simple accounts of what stories and other texts mean to believers
- to give examples of how people use stories, texts and teachings to guide their beliefs and actions
- to give examples of ways in which believers put their beliefs into practice
- to think, talk and ask questions about whether the ideas we have been studying mean something to me
- to give a good reason for my own views and the connections I make

In Year 1, we explore the different aspects of Christianity. We learn about the bible and bible stories. We also look at Christian festivals such as Christmas and Easter.

P.H.S.E

We learn:

- about **Health and Wellbeing**, including what makes us special **and** about our bodies and how to look after them (healthy eating, hygiene, exercise etc)
- about **Relationships**, including how to work in a team and follow instructions **and** how to be yourself and manage some emotions
- about **Living in the Wider World**, including being part of community and living in Britain **and** using money and keeping it, and their belongings, safe

In Year 1 we focus on settling into school in the Autumn Term. In the Spring we look at people who help such as police officers. In the Summer Term we focus on keeping ourselves healthy. PSHE lessons in Year 1 involves lots of talking and circle time.