

Goldsworth Primary School

Year 1 End of Year Expectations



Reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters)
- for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

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Writing

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Leaving spaces between words

- joining words and joining clauses using *and*
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using *and*

Text Sequencing **sentences** to form short narratives

Punctuation Separation of **words** with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Capital letters for names and for the personal **pronoun I**

Terminology for pupils letter, capital letter

word, singular, plural sentence

punctuation, full stop, question mark, exclamation mark

Maths

NUMBER AND PLACE VALUE

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals
- count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects

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- identify and represent numbers using pictorial representations including the number line
- use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

CALCULATION

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects
- solve one-step problems involving multiplication and division using pictorial representations and arrays with the support of the teacher

FRACTIONS AND DECIMALS

- recognise, find and name a half as one of two equal parts of an object, shape
- recognise, find and name a half of a quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape
- recognise, find and name a quarter of a quantity

MEASURES

- 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]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- 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
- draw the hands on a clock face to show these times [hour and half past the hour]

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Science

ANIMALS INCLUDING HUMANS

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

MATERIALS

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their physical properties.

PLANTS

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

SEASONAL CHANGE

- To be able to observe and describe weather associated with the seasons.
- To be able to observe and describe how day length varies.
- To be able to observe changes across the four seasons.

Computing

- Understand what algorithms are
- Create simple programs
- Use technology purposefully to create digital content
- Use technology purposefully to store digital content
- Use technology purposefully to retrieve digital content
- Use technology safely
- Keep personal information private
- Recognise common uses of information technology beyond school

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History

- To be introduced to changes within living memory. Use these to reveal aspects of change in national life.
- To be taught about events beyond living memory that are significant nationally or globally – the Great Fire of London. To find out about the lives of significant individuals in the past who have contributed to national and international.
- To find out about significant historical events, people and places in their own locality.

Geography

Location:

Have simple locational knowledge about individual places and environments, especially in the local area but also in the UK. Name and locate the world's seven continents and five oceans.

Place knowledge:

Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.

Human and physical vocabulary:

Use basic geographical vocabulary to refer to:

- Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)
- Human features (city, town, village, factory, farm, house, office, port, harbour and shop).

Geographical skills and fieldwork:

Investigate places using:

- World maps, atlases and globes (to identify the world's seven continents and five oceans).
- Aerial photographs and plan perspectives (to recognise landmarks and basic human and physical features of its environment).

Art & Design

- use a range of materials
- use drawing and painting
- develop techniques of colour, pattern, texture and line
- learn about a range of artists and recognise similarities and differences between them and make links

Design & Technology

- begin to design purposeful, functional and appealing products
- generate, model and communicate their ideas through talking, drawing and templates
- use a range of tools and materials to complete practical tasks
- i.e. cutting, shaping and joining
- evaluate existing products and own ideas
- cooking & nutrition – begin to use the basic principles of a healthy and varied diet/begin to understand where food comes from

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PE

- Begin to develop basic movements including running, jumping, throwing and catching.
- Begin to develop balance and co-ordination and apply to a range of activities
- Copy basic dance movements using simple movements

Music

- Use their voices expressively and creatively; through rhymes, song and chants
- Play untuned instruments musically
- Experiment with, create, select and combine sounds