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*End of Year Expectations
for a Year One Child*

Year Group Overview of Themes 2017-2018

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Where should I go on a journey? Contrasting Non-European Country – Australia	Are robots real? What happened on the night before Christmas? (Toys of the history)	Who lives in a house like this? Manchester Houses! (local area)	How does the garden grow? (Enormous Turnip Jack and the beanstalk Tin Forest)	Where are the monsters? (ourselves & local area & living history)	Where do I go for my holidays? (History of holidays)
Main subject focus	Geography	Literacy / ICT / D.T	History/D.T.	Science	Science/Locality	Geography



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English

Being a reader

- I can say quickly the sounds of all the letters and letter groups.
- I can read new words correctly by blending the letter and letter group sounds I have been taught.
- I can read many common exception words.
- I can read aloud books that use letters letter groups I have been taught.
- I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.
- I can enjoy reading key stories, fairy tales and traditional tales because I know them well and can retell them and comment on their special story features.
- I can usually spot if a word has been read wrongly by following the sense of the text. I can talk about the title and events in books I have read and heard.
- I can say what might happen next in a story.

Being a speaker

- I can speak clearly and confidently in front of my class.
- I can re-tell a well-known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in groups.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I can join in with conversations in a group.
- I can join in with roleplay.

Being a writer

- I can sequence sentences to form short narratives.
- I can leave spaces between words
- I can join words and join clauses using 'and'
- I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- I can spell the days of the week
- I can spell most Year 1 exception words
- I can use -s and -es to form plurals
- I can add suffixes (-ing, -ed, -er) to root words (with no change to the root word)
- I can sit correctly at a table, holding a pencil comfortably and correctly
- I can begin to form lower-case letters in the correct direction, starting and finishing in the right place
- I can form capital letters
- I can form digits 0-9
- I can understand which letters belong to which handwriting 'families' and practice these



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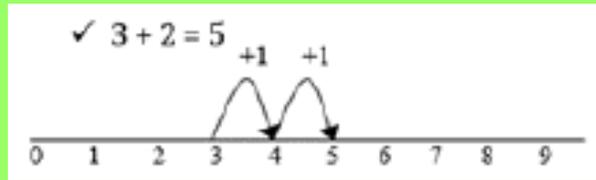
A Year One Child Mathematics

Being a mathematician

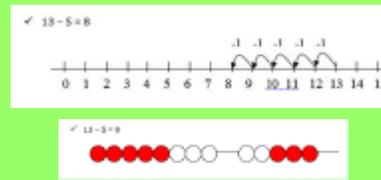
Number

- I can count on and back in 1s, 2s, 5s and 10s from any given number p to 100.
- I can count reliably to and past 100, forwards and backwards starting from any number.
- I can write all numbers in words up to 20.
- I can say the number that is one more or one less than a number up to 100.
- I can recall all pairs of addition and subtraction number bonds to 20.
- I can find and name half of an object, shape or amount.
- I can add and subtract 1 digit and 2 digit numbers to 20, including zero.
- I know the signs +, -, =.
- I can solve a missing number problem.
- I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.

Addition Strategies



Subtraction Strategies



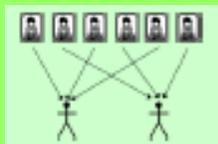
Multiplication Strategies



2 groups of 3 are (3+3)
3 groups of 2 are (2+2+2)

Division Strategies

Sharing



Grouping



Being a mathematician

Measurement, geometry & statistics

- I recognize all coins.
- I recognize and can name the 2D shapes: circle, triangle, square and rectangle.
- I recognize and can name the 3D shapes: cuboid, pyramid and sphere.
- I can solve problems for:
 - ❖ Length and height by telling which objects are longer or shorter/taller or shorter.
 - ❖ Mass and weight by telling which objects are heavier or lighter.
 - ❖ Capacity and volume by telling if a container is empty, half full or full and if there is more than one container.
- I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later.
- I can name the days of the week and the months of the year.
- I can tell the time to o'clock and half past the hour.

Being a Scientist

- I can identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.
- I can identify and describe the basic structure of a variety of common flowering plants and trees.
- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Say which are carnivores, herbivores and omnivores.
- I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- I can distinguish between an object and the material from which it is made.
- I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- I can describe the simple physical properties of a variety of everyday materials.
- I can compare and group together a variety of everyday materials on the basis of their simple physical properties.
- I can observe changes across the four seasons.
- I can observe and describe weather associated with the seasons and how day length varies.



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Being a Geographer

- I can name, locate and identify some characteristics of the four countries of the United Kingdom.
- I can explain where I live and tell someone my address.
- I can name the world's 7 continents and am beginning to locate them on a world map.
- I can explain some of the main things that are in hot and cold places.
- I can describe features of the seaside and can say whether they are human or physical.
- I can use locational and directional language to describe feature and routes e.g. left/right, forward and backwards, near, far.
- I can recognize simple features on maps e.g. buildings, roads and fields.
- I can follow a route on a map to school (between two places).
- I can locate land and sea on maps
- I can keep a weather chart and answer questions about the weather.

Being an Historian

- I can put a few events or objects in order of when they happened.
- I can recognize that some objects belonged to *the past* and some belong to *the present*.
- I can explain how I have changed since I was born.
- I can give examples of things that were the same and different when my grandparents were children. I know about some things that happened to other people in the past – including from my own locality and recount simple stories and events.
- I can use artifacts, stories, pictures, photographs and visited places to answer questions about the past.
- I can find out things about the past by talking to an older person.
- I can spot old and new things in a picture.
- I can explain what an object from the past might be used for.
- I can draw pictures with captions, speak and use role play to tell others about the past.

Being an Artist

- I can ask questions about a piece of art.
- I can describe what I see and give an opinion about the work of an artist.
- I can understand the basic idea of proportion.
- I can create a repeating pattern in print.
- I can name the primary and secondary colours. I can select, sort, cut and discuss choices for collage.
- I can use lines to represent paintings, objects and things seen, remembered or imagined.
- I can use IT to create a picture.
- I can express an opinion about my own and others work,



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Being a Computer User

- I understand the different methods of communication (e.g. email, online forums etc.).
- I can use the search engines agreed by the school.
- I can create a series of instructions.
- I can plan a journey for a programmable toy.
- I can create and retrieve digital content.
- I can use a website.
- I can record sound and play back.
- I can use technology safely.
- I can keep personal information private.

Being a Linguist

- I can join in with songs and rhymes.
- I can respond to a simple command.
- I can answer with a single word.
- I can answer with a short phrase.
- I can ask a question.
- I can name people.
- I can name objects.
- I can use set phrases.
- I can read and understand single words.
- I can copy a simple word or phrase.

Being a Designer

- I can design purposeful, functional, appealing products for myself and other users based on my design criteria.
- I can generate, develop, model and communicate ideas through talking, drawing, templates, mockups and where appropriate ICT.
- I can select and use from a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).
- I can select and use from a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.
- I can explore and evaluate a range of existing products.
- I can evaluate my ideas against design criteria identifying what is, and what is not, working well in my model and talk about how it could be improved in the future.
- I can build structures, exploring how they can be made stronger, stiffer and more stable.
- I can explore mechanisms (e.g. levers, sliders, wheels and axles) in my products.
- I can use the basic principles of a healthy and varied diet to prepare food.
- I understand where food comes from.



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Being a musician

- I use my voice expressively and creatively by singing songs, chants and rhymes.
- I can make different sounds with my voice and instruments.
- I can play tuned and untuned instruments musically.
- I can use instruments to perform.
- I can follow instructions about when to play and sing.
- I listen with concentration and understanding to a range of high quality live and recorded music.
- I can say whether I like or dislike a piece of music.
- I can experiment with, create, select and combine sounds using inter-related dimensions of music (pulse, pitch, rhythm)
- I can respond to different moods in music.

PSE Themes

- Healthy Eating
- Personal Hygiene
- Keeping Safe
- My family and other animals
- Friendship
- The senses
- Growing and changing
- Recycling
- Money

Being a reflective thinker

- I can talk about some simple ideas about Christian beliefs about God & Jesus.
- I can talk about issues of good and bad, right and wrong arising from stories.
- I can identify special objects and symbols found in a place where people worship and am able to say something about what they mean and how they are used.
- I ask good questions about what happens in a church, synagogue or mosque.
- I can identify some ways Christians celebrate Christmas/Easter/ Harvest/ Pentecost and some ways a festival is celebrated in other religions.
- I can give an account about what happens at a traditional Christian baptism/ dedication and suggest what the actions and symbols mean.

Being a sportsman

Games

- I can throw underarm
- I can hit a ball with a bat
- I can move and stop safely
- I can throw and catch with both hands
- I can throw and kick in different ways

Gymnastics

- I can make my body curled, tense, stretched and relaxed
- I can control my body when traveling and balancing
- I can copy sequences and repeat them
- I can roll, curl, travel and balance in different ways

Dance

- I can move to music
- I can copy dance moves
- I can perform my own dance moves
- I can make up a short dance
- I can move safely in space

General

- I can copy actions
- I can repeat actions and skills
- I can move with control
- I can use equipment safely

Outdoor and adventurous

- I can find my location on a plan/ map with support
- I can follow a route
- I understand how to stay safe in the outdoors.