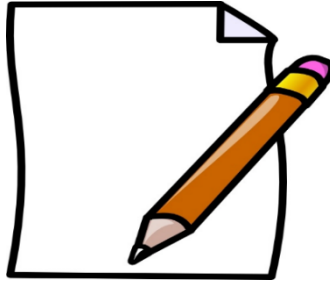




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## MRS BLAND'S INFANT AND NURSERY SCHOOL

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## YEAR ONE CURRICULUM EXPECTATIONS

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*Community • Curiosity • Creativity • Challenge*

## Introduction

This booklet is designed to provide you with an overview of the curriculum end points for reading, writing and mathematics for children in Year 1. The objectives within each of the overviews are taken from the National Curriculum which the teachers will assess children against during the course of the year.

## READING

### By the end of Year 1, the children need to be able to...

<b>Word Reading</b>
Identify sounds and apply this knowledge to read words.
Read new words correctly by blending together sounds they have been taught.
Read words that cannot be sounded out e.g. oh, their, could, Mr, Mrs.
Read words which have endings -s, -es, -ing, -ed, -er and -est.
Read words of more than one syllable which have within them sounds they have been taught.
Read words such as I'm, like and we'll and understand that the apostrophe represents the missing letter or letters.
Read aloud accurately books which are consistent with their knowledge of the sounds.
Re-read books to build up their fluency and confidence.

<b>Comprehension</b>
Listen to and discuss a range of poems, stories and non-fiction books.
Make links between what they read or heard to their own experiences.
Retell familiar stories, fairy stories and traditional tales.
Recognise and join in with predictable phrases.
Recite some rhymes and poems by heart.
Discuss word meanings, linking new meanings to those already known.
Draw on what they already know or on background information and vocabulary
Check that the text makes sense as they read and correct inaccurate reading.
Discuss the significance of the title and events.
Make simple inferences on the basis of what is being said and done e.g. how a character is feeling.
Predict what might happen on the basis of what has been read so far.
Participate in discussions about what is read to them.
Clearly explain their understanding of what is read to them.

## WRITING

By the end of Year 1, the children need to be able to...

<b>Transcription</b>
Spell words containing sounds taught correctly.
Spell common exception words taught in Year 1 correctly.
Spell days of the week correctly.
Name the letters of the alphabet in order.
Use letter names to distinguish between alternative spellings of the same sound.
Use the spelling rule for adding -s or -es for plurals, use the prefix -un and use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words [e.g. helping, helped, helper].
Write from memory simple sentences dictated by the teacher that include words using the sounds and common exception words taught so far.

<b>Handwriting</b>
Sit correctly at a table, holding a pencil comfortably and correctly.
Begin to form lower-case letters in the correct direction, starting and finishing on the line.
Form capital letters and digits 0-9.
Form digits 0-9.
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)

<b>Composition</b>
Compose a sentence orally before writing it.
Sequence sentences to form short pieces of writing.
Re-read what they have written to check that it makes sense.
Discuss what they have written with their peers or the teacher.
Clearly read aloud their writing to their peers and the teacher.

<b>Vocabulary, Grammar and Punctuation</b>
Leave spaces between words.
Join clauses together using 'and'
<u>Begin</u> to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Use a capital letter for names of people, places, days of the week, and the personal pronoun 'I'

## MATHS

By the end of Year 1, the children need to be able to...

### Number – 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 and pictorial representations including the number line, and 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.

### Number – Addition and Subtraction

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  $7 = \underline{\quad} - 9$ .

### Number – Multiplication and Division

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.

### Number – Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

### Measurement

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 and draw the hands on a clock face to show these times.

### **Geometry – Properties of Shape**

Recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes [for example, rectangles (including squares), circles and triangles].
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### **Geometry – Position and Direction**

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.