



YEAR ONE CURRICULUM EXPECTATIONS



† Inspire. Enrich. Achieve. †

Introduction

This booklet is designed to provide you with an overview of the curriculum objectives for reading, writing and mathematics for your child's year group. The objectives for each subject are taken from the National Curriculum for England and Wales and are the skills against which teachers assess children over the course of the year.

To meet age related expectations, children are expected to be secure in their understanding, use and application of the given skills. For example, in writing children will be expected to demonstrate, across a range of writing types, that they can apply the skills listed and in mathematics children not only have to be able to show an understanding of the skills but have to apply them in a range of contexts and in problem solving situations. No one skill is assessed in isolation.

Meeting individual needs

Not all children will be necessarily working on their relevant curriculum objectives. This may be because they need to consolidate skills from an earlier curriculum. Similarly, some children may be working, by the end of the year, on skills in greater depth in their year group curriculum. At St Peter's teachers tailor their planning to ensure that the needs of individuals are met. Teachers keep comprehensive records on what children can do and what they need to work on next. This information informs their on-going planning so that each child makes good progress over the course of the year.

What can I do to help my child with their learning?

Reading with your child every night is the second greatest thing that you can do to support their learning across all areas of the curriculum. A child who can read, comprehends what they have read and develop a richness of vocabulary will excel in all subject areas. Do not think that if your child can't yet read that you cannot help them. Reading to children and immersing them in books is fundamental to early child development. Similarly, if you have an older child who reads independently, ask them about the book they are reading.

Alongside this, equally important is to ask your child about their learning eachday. Even if they do not tell you very much, the fact you have asked them signals that you care about how they are doing at school.

When trying to support writing at home, encourage your child to write for real purposes e.g. letter writing. Support them in this way in using some of the skills taught in school. Get them to regularly practise their handwriting so that they become fluent.

Practical contexts are great for supporting learning in mathematics. Whether it is shopping or baking, real life situations help make maths real. Use car journeys or walks to practise counting and recall of facts like times tables. There is also a wealth of games online to support the objectives given.

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss

READING

Year 1



I can use letter sounds to work out and read new words.

I can read new words correctly by blending the letter and letter group sounds I have been taught.

I can read words that cannot be sounded out e.g. said

I can read words made up of the letter sounds I know and which have endings -s, -es, -in, ed and -est.

I can read words of more than one syllable using sounds that I have been taught.

I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.

I can check that the text makes sense as I read and correct inaccurate reading.

I can make simple links between what I read or have heard and my own experiences.

I can retell simple stories, fairy stories and traditional tales.

I can recognise a join in with predictable phrases in stories.

I can recite some rhymes and poems by heart.

I can discuss the significance of the title and events.

I can make simple inferences on the basis of what is being said and done e.g. how a character is feeling.

I can predict what might happen on the basis of what has been read so far.

I can participate in discussions about what is read to me.

I can explain clearly my understanding of what has been read to me.

WRITING

Year 1



Single clause sentences are sequenced to form short pieces of writing.	
Some use of simple co-ordination is evident using 'and' to join clauses.	
Evidence of sentences punctuated using a capital letter and full stop, although not consistent.	
Shows some understanding of what a question and exclamation mark are used for when writing.	
Capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	
Makes appropriate words choices when writing.	
Most words containing previously taught phonemes, GPCs and common exception words set out in Y1 curriculum.	
Days of the week are spelt accurately.	
-s/-es is used for plurals and there is increasingly accurate use of the prefix un- and suffixes -ing, -ed, -er, and -est where no change is needed in the spelling of the root word. [eg helping, helped, helper, eating, quicker, quickest].	
Lower case letters are mostly formed and orientated accurately, starting and finishing on the line.	
There is some consistency in the size and spacing of digits and letters throughout the writing.	
Spacing between words is mostly appropriate.	
Capital letters and digits 0 to 9 are mostly formed and orientated accurately.	
Writing is read out loud to check it makes sense and some changes made independently.	

MATHEMATICS

Year 1



Count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number.
Count, read and write numbers to 100 in numerals with correct orientation.
Count in multiples of twos, fives and tens (up and back).
Given a number, identify one more and one less up to 100.
Identify and represent numbers using objects.
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 and spelling them correctly.
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.
Solve one-step problems involving multiplication (by 2 and 5) and division (by 2 and 4) using concrete objects.
Solve one-step problems involving multiplication (by 2 and 5) and division (by 2 and 4) using pictorial representations and arrays with the support of the teacher.
Recognise, find and name a half as one of two equal parts of an object or 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.
Measure and begin to record lengths and heights, mass/weight, capacity/volume (non-standard measures) and time (hours, minutes, seconds).
Compare, describe and solve practical problems across a range of measures including lengths and heights, mass/weight, capacity and volume.
Recognise and know the value of different denominations of coins and notes.
Use language relating to dates, including days of the week, weeks (e.g. fortnight, weekend) months and years when talking about events.
Tell the time to the hour and half past the hour.
Recognise and name common 2-D and 3-D shapes, including rectangles (oblongs and squares), circles and triangles and cuboids (including cubes), pyramids and spheres.
Describe position, direction and movement, including whole, half, quarter and three-quarter turns.