

Year 1:

National Expectations For Learning



Mathematics

Arithmetic
Problem Solving & Reasoning

Number and Place Value:

Pupils should be taught to:

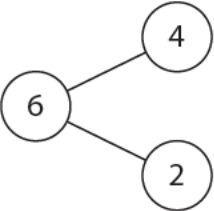
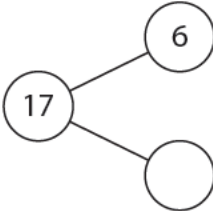
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- given a number, identify 1 more and 1 less
- identify and represent numbers using objects and pictorial representations 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

<p>Write the numbers in order of size.</p> <table border="1"><tr><td>15</td><td>16</td><td>5</td><td>71</td><td>50</td></tr></table> <p>What is one more than...? What is one less than...?</p> <p>Complete:</p> <table border="1"><tr><td>19</td><td></td><td>21</td><td>22</td><td></td><td></td></tr></table>	15	16	5	71	50	19		21	22			<p>Write 25 in the correct place on the number grid.</p> <table border="1"><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Write the numbers missing from these sequences.</p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>11</td><td></td><td>13</td><td>14</td><td>15</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>33</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>43</td><td></td><td></td><td></td></tr></table>	8	9	10	11	12	13	14	15	16	17																					11		13	14	15										33						43			
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	<p>Complete:</p> <table border="1"><tr><td>5</td><td>10</td><td></td><td></td><td></td><td>30</td></tr><tr><td></td><td>4</td><td>6</td><td></td><td></td><td>12</td></tr><tr><td></td><td></td><td></td><td>40</td><td>50</td><td>60</td></tr></table>	5	10				30		4	6			12				40	50	60																																															
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Number: Addition & Subtraction:



- Pupils should be taught to:
- 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 0
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

<p>Complete:</p> $3 + \square = 10$ $\square + 5 = 10$ $\square + \square = 10$ $10 - \square = 3$ $10 - 5 = \square$ $10 - \square = \square$ <p>What do you notice?</p>	<table border="1"><tbody><tr><td>$4 + 3 = \square$</td><td>$7 + \square = 9$</td></tr><tr><td>$7 - \square = 4$</td><td>$9 - \square = 7$</td></tr></tbody></table> <table border="1"><tbody><tr><td>$5 + 2 = \square$</td><td>$\square + 3 = 9$</td></tr><tr><td>$\square - \square = 2$</td><td>$\square - \square = \square$</td></tr></tbody></table>	$4 + 3 = \square$	$7 + \square = 9$	$7 - \square = 4$	$9 - \square = 7$	$5 + 2 = \square$	$\square + 3 = 9$	$\square - \square = 2$	$\square - \square = \square$
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$7 - \square = 4$	$9 - \square = 7$								
$5 + 2 = \square$	$\square + 3 = 9$								
$\square - \square = 2$	$\square - \square = \square$								
<p>Complete:</p>  	<p>Robert has 5 more cherries than John. John has 11 cherries. How many does Robert have?</p> <p>Write a number sentence you would use to solve the problem.</p> <table border="1"><tbody><tr><td>\square</td><td>\square</td><td>\square</td><td>$=$</td><td>\square</td></tr></tbody></table>	\square	\square	\square	$=$	\square			
\square	\square	\square	$=$	\square					

Number: Multiplication & Division:




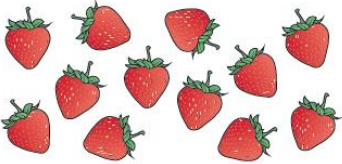
Pupils should be taught to:

- 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

<p>Anna is counting in fives: 5, 10, <input type="text"/>, 20, <input type="text"/>, <input type="text"/>, ...</p> <p>Fill in the missing numbers.</p> <p>Anna says if she keeps on counting in fives she will say the number 54. Is she right or wrong?</p> <p>Can you explain?</p>	<p>I can see 10 wheels. How many bicycles?</p>
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Fractions:

- Pupils should be taught to:
- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

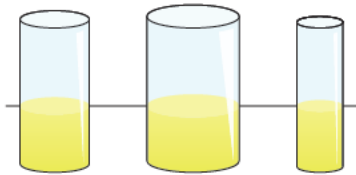
<p>Colour half of each whole shape:</p> 	<p>Circle half of this group of strawberries.</p> 	<p>Complete this halving wall.</p> <table border="1" data-bbox="1066 1585 1370 1693"><tr><td colspan="2">20</td></tr><tr><td>10</td><td></td></tr></table>	20		10	
20						
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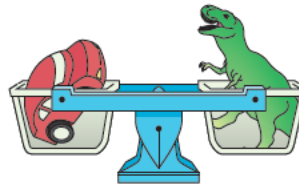
Measures:

- Pupils should be taught to:
- 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]
- measure and begin to record the following:
- lengths and heights
- mass/weight
- capacity and volume

Captain Conjecture says, 'All of the glasses contain the same quantity of lemonade.'
Do you agree?



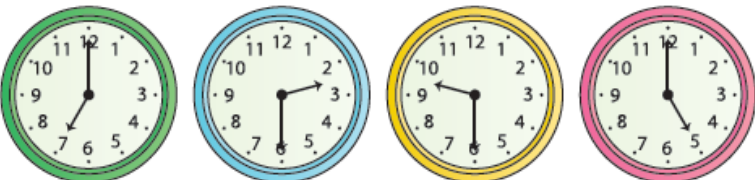


Which is heavier, a toy car or a toy dinosaur?





Time:

- 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

<p>Match the clocks to the following times:</p>  <p>half past nine five o'clock half past two seven o'clock</p>	<p>Draw nine o'clock on this clock face:</p>  <p>Draw half past one on this clock face:</p> 
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Shape:

Pupils should be taught to:

- 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]





















Direction:

Pupils should be taught to:

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



Money:

<p>Write down the value of each coin.</p> 	<p>What is the value of each note?</p>  <p>= <input type="text"/> pounds</p> <p>= <input type="text"/> pounds</p> <p>= <input type="text"/> pounds</p>									
<p>Use $<$, $>$ or $=$ to compare the amounts.</p> <table><tr><td></td><td><input type="text"/></td><td></td></tr><tr><td></td><td><input type="text"/></td><td></td></tr><tr><td></td><td><input type="text"/></td><td></td></tr></table>			<input type="text"/>			<input type="text"/>			<input type="text"/>	
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Pupils should be taught to:

- recognise coins and notes in different denominations
- count in coins



Reading

Fluency
Reading and phonics tests

Reading – word reading

Fluency- By the end of Year 1 children should be reading 60 words per minute.

Book band- By the end of Year 1 children should be reading at least purple books.

Pupils should be taught to:

- 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.



Reading- comprehension

should be taught to:

- 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.

Ongoing teacher assessment
Spelling, Punctuation & Grammar Test (SPAG)



Writing

Pupils should be taught to-

- name the letters of the alphabet, naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- 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.
- leave spaces between words
- joining words and joining clauses using and
- 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’

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly

- To form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

Reading and spelling

By the end of Year 1 children must be able to read and spell all the words below:



the	they	one	a	be
once	do	he	ask	to
me	friend	today	she	school
of	we	put	said	no
push	says	go	pull	are
so	full	were	by	house
was	my	our	is	here
his	there	has	where	I
love	you	come	your	some

Wider Curriculum Subjects



Science	<p>Observe closely using equipment and perform simple tests</p> <p>Ask simple questions then identify, classify, gather and record data to help answer them</p> <p>Identify and name a variety of wild and garden plants and trees including their structure</p> <p>Identify, describe and compare common fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name carnivores, herbivores and omnivores</p> <p>Identify, draw and label basic human body parts and which are associated with each sense</p> <p>Identify and describe the properties of materials and group them.</p> <p>Observe changes across the season and weather associated with them</p>
Art and Design	<p>Uses a variety of tools, including pencils, crayons, pastels, felt tip pens, charcoal, chalk and other media. Uses a variety of tools and techniques, including the use of different brush size and types. Creates different textures. Uses different printing techniques.</p>
Computing	<p>Use programs and tools to create and add pictures and texts. With support save, retrieve, amend and print work. Use a video or camera. Create sounds. Talk about and explore websites and technology in their lives. Give and follow instructions using programmable devices and explore outcomes. Begin to identify algorithms and de-bug any mistakes. Know SMART rules.</p>
Design and Technology	<p>Generates and talks about their own ideas. Communicates their ideas using a variety of methods, e.g. drawing. Assemble, join and combine materials using a variety of methods. Talks about their ideas and says what they like and dislike.</p>
Humanities	<p>Geography - Ask geographical questions. Recognise, observe and express views on human and physical features of the environment. Communicate in different ways using simple geographical vocabulary. Use field work skills, globes, maps & plans. History- Place events/objects in chronological order, using words related to the passing of time. Know stories about the past. Use sources of information to find out about the past.</p>
MFL- French	<p>Can say simple greetings ask how others are and how they feel. Can count to 20. Can name pets and animals and describe them simply. Name some parts of the body. Can say the days of the week. Write some simple words. Name the primary colours and begin to extend. Can name some foods & French foods. Know some French traditions and locate France.</p>
Music	<p>Is able to join in singing and musical activities. Is able to identify long and short sounds. Is able to recognise how sounds are made and altered.</p>
Physical Education	<p>Use basic underarm, rolling and hitting skills accurately, hit and kick a ball in a variety of ways. Describe some basic rules of games and know playing games is good for them. In gymnastics perform and use changes in speed and direction, including travelling, rolling, jumping and climbing. Link basic actions to copy or create a performance with a beginning, middle and end. Move confidently and safely in a space using changes of speed, level and direction. Compose and link movements to make simple dances. Watch, copy, describe and comment on what they have seen.</p>
PSHE	<p>Can take responsibility for their own behaviour and recognise what is right and wrong. Can agree and follow rules. Know how to apologise. Develop understanding of groups they belong to. Contribute to the life of the class and the school. Begin to make simple choices that improve their health and well-being. Begin to maintain personal hygiene. Listen to other people, and play and work co-operatively. Develop positive relationships with adults and peers.</p>
Religious Education	<p>Can remember a Christian story and talk about it. Recognise and name some religious art, symbols and words and talk about them. Tell a religious story and say some things that people believe. Talk about some of the things that are the same for different religious people. Talk about things that happen to me. Talk about what I find interesting. Talk about what is important to me and to other people, and ask about what happens to others with respect for their feelings.</p>