



Year 1 English

Spoken Language

- I speak clearly and confidently in front of people in 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 a group.
- 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 join in with conversations in a group.
- I join in with role play.

Reading

Word Reading

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-.
- I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
- I can read words of more than one syllable that contain taught GPCs.

Comprehension

- I can say what I like and do not like about a text.
 - I can link what I have heard or read to my own experiences.
 - I can retell key stories orally using narrative language.
 - I can talk about the main characters within a well known story.
 - I can learn some poems and rhymes by heart.
 - I can use what I already know to understand texts.
 - I can check that my reading makes sense and go back to correct when it doesn't.
 - I can draw inferences from the text and/or the illustrations. (Beginning)
 - I can make predictions about the events in the text.
- I can explain what I think a text is about.

Writing: Spellings

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.



Year 1 English

Writing: Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Grammar and Punctuation

Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

Text structure

- I can sequence sentences to form a narrative.

Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names
- I can use 'I'.



Year 1 Maths

Number, place value, approximation and estimation/rounding

- I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can say what is one more or one less than any number.
- I can read and write numbers from 1 to 20 in numerals and words.
- I can 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

Calculations

- I can represent and use number bonds and related subtraction facts to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve missing number problems.
 - I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

Fractions

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

Measurement

- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

Geometry

Geometry – Property of shapes

- I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).
- I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres).

Geometry – position and direction

- I can describe position, directions and movement, including half, quarter and three-quarter turns.



Year 1 Religious Education

Learning about religion:

- Can use some religious words and phrases to recognise and name features of religious life and practice
- Can recall religious stories
- Can recognise symbols and other verbal and visual forms of religious expression

Learning from religion:

- Can talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others

Belonging

What does it mean to belong?

- Introduction into How do I belong?
- Belonging (to a family)
- Belonging (to Christianity)
- Baptism
- How does a Christian show that they belong?

Christmas: Why do we give and receive gifts?

To deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. Discuss the thoughts and feelings associated with giving and receiving gifts.

- Why do people give and receive gifts at Christmas?
- Why is Jesus described as a gift?
- How does it feel when you give and receive gifts?
- What is the best gift you have ever received?

Believing

What do you believe in?

- God as creator and loving father - recap creation story from Reception
- What is special to you? special toys, books etc
- What is special to Christians: special book – Bible
- What is special to Jewish people: special book Torah
- What makes something special?

Easter: Celebrating new life and new beginnings

To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.

- What do you think is the most important part of the Easter Story?
- In what way is the Easter Story about new life?
- How do you think people feel when someone they love has died?
- How does the life cycle of a butterfly reflect the events of Easter?
- In what way is Easter a new beginning?

Jesus was special

To enjoy exploring these Bible stories that reveal Jesus' power and divine nature and to talk about how and why Jesus was special.

- What does special mean?
- Jesus was special. How? Why?
- What made Jesus special?
- Who were the special friends of Jesus and how did they try to follow his teachings?
- How do we make and build friendships?

Joseph

To help pupils to talk about the actions and feelings of the characters and relate them to their own experiences and to learn more about the nature and characteristics of God.

- How do we know God was with Joseph?
- I wonder how Joseph was feeling?
- I wonder why Joseph was a Bible hero?
- I wonder what we can learn from this story?



Year 1 Science

Working scientifically

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions about measurements.

Biology:Plants

- I can name a variety of common wild and garden plants.
- I can name the petals, stem, leaf and root of a plant.
- I can name the roots, trunk, branches and leaves of a tree.

Biology: Animals including humans

- I can name a variety of animals including fish, amphibians, reptiles birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I can sort living and non-living things.
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.

Chemistry: Everyday Materials

- I can distinguish between an object and the material it is made from.
- I can explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the materials they are made from..

Physics: Seasonal Changes

- I can observe and comment on changes in the seasons.
- I can name the seasons and suggest the type of weather in each season.



Year 1 Computing

Algorithms and Programs

- Create a simple series of instructions—left and right
- Record routes
- Understand forwards, backwards, up and down
- Put two instructions together to control a programmable toy
- Begin to plan and test a Bee-bot journey

Data retrieving and organising

- Capture images with a camera
- Print out a photograph from a camera with some help
- Record a sound and play it back
- Enter information into a template to make a graph
- Talk about the results shown on a graph

Communicating

- Recognise what an email address looks like
- Join in sending a class email
- Use the @ key and type an email address
- Word process ideas using a keyboard
- Use the spacebar, back, space, enter, shift and arrow keys
- Print out a page from the internet



Year 1 E-Safety

Knowledge and Understanding

- I understand the different methods of communication (e.g. email, online forums etc).
- I know you should only open email from a known source.
- I know the difference between email and communication systems such as blogs and wikis.
- I know that websites sometimes include pop-ups that take me away from the main site.
- I know that bookmarking is a way to find safe sites again quickly.
- I have begun to evaluate websites and know that everything on the internet is not true.
- I know that it is not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.
- I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

Skills

- I follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can send and receive email as a class.
- I can recognise advertising on websites and learn to ignore it.
- I can use a password to access the secure network.



Year 1 Music

Performing

- Use their voice to speak / sing / chant
- Join in with singing
- Use instruments to perform
- Look at their audience when they are
•Performing
- Clap short rhythmic patterns
- Copy sounds

Composing

- Make different sounds with their voice
- Make different sounds with instruments
- Identify changes in sounds
- Change the sound
- Repeat (short rhythmic and melodic)
Patterns
- Make a sequence of sounds
- Show sounds by using pictures

Appraising

- Respond to different moods in music
- Say how a piece of music makes them feel
- Say whether they like or dislike a piece of
Music
- Choose sounds to represent different
things
- Recognise repeated patterns
- Follow instructions about when to play or
sing



Year 1 History

Homes

Toys

Chronological Understanding

- Put up to three objects in order
- Use words and phrases like old, new, long time ago
- Talk about things that happened when little
- Recognise a story that is read to them that may have happened a long time ago
- Retell a familiar story set in the past
- Explain how changed since born

Knowledge and Interpretation

- Appreciate that some famous people have helped our lives be better today
- Recognise that we celebrate certain events such as bonfire night because of what happened many years ago
- Understand that we have a Queen who rules us and that Britain has had a King or Queen for many years
- Begin to identify the main differences between old and new objects
- Identify objects from the past, such as vinyl records

Historical enquiry

- Ask and answer questions about old and new objects
- Spot old and new things in a picture
- Answer questions using an artefact / photograph provided
- Give a plausible explanation about what an object was used for in the past



Year 1 Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none">• Say what they like about own locality• Sort things into like and don't like• Answer some questions using different resources, such as books, the internet and atlases• Think of a few good questions to ask about a locality• Answer questions about the weather• Keep a weather chart	<ul style="list-style-type: none">• Tell someone own address• Explain the main features of a hot and cold place• Describe a locality using words and pictures• Explain how the weather changes with each season• Name the key features associated with a town or village eg church, farm, shop, house	<ul style="list-style-type: none">• Begin to explain why they would wear different clothes at different times of the year• Tell something about the people who live in hot and cold places• Explain what might wear if live if a very hot or very cold place	<ul style="list-style-type: none">• Identify the four countries making up the United Kingdom• Name some of the main towns and cities in the United Kingdom• Point out where the Equator, north pole and south pole are on a globe or atlas



Year 1 Art

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none"> • Communicate something about themselves in their drawing • Create moods in their drawings • Draw using pencil and crayons • Draw lines of different shapes and thickness using 2 different grades of pencils 	<p>about themselves in their painting</p> <p>paintings</p> <p>brushes as appropriate</p>	<p>vegetables and fruit</p>	<p>Not applicable in year 1 ?????</p>

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- Name the primary and

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- Designing on a primary printing block

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3D Textiles	Collage	Use of ICT	Knowledge
<ul style="list-style-type: none">• Add texture by using tools• Make different kinds of Shapes• Cut, roll and coil materials	<ul style="list-style-type: none">• Cut and tear paper and card for collages• Gather and sort the materials they will need	<ul style="list-style-type: none">• Use a simple painting program to create a picture• Use tools like fill and brushes in a painting package• Go back and change / edit a picture	<ul style="list-style-type: none">• Describe what they can see and like in the work of another artist / craft maker / designer

<p>such as clay, dough or plasticine</p> <ul style="list-style-type: none">• Sort thread and fabrics• Group fabrics and thread by colour and texture			
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Year 1 Design and Technology

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and product	
<ul style="list-style-type: none">• Think of some ideas of own• Explain what want to do• Use pictures and words to plan	<ul style="list-style-type: none">• Explain what they are making• Explain which tools they are using	<ul style="list-style-type: none">• Describe how something works• Talk about own work and things that other people have done	
Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials
<ul style="list-style-type: none">• Cut food safely• Describe the texture of foods• Wash hands and make sure that surfaces are clean• Think of interesting ways of decorating food that have made eg cakes	<ul style="list-style-type: none">• Describe how different textiles feel• Make a product from textiles by gluing	<ul style="list-style-type: none">• Make a product which Moves• Cut materials using Scissors• Describe the materials using different words• Say why chosen moving parts	<ul style="list-style-type: none">• Make a structure /model using different materials• Ensure that work is tidy• Make their model stronger if it needs to be



Year 1 P.E

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none">• Copy actions• Repeat actions and skills• Move with control and care	<ul style="list-style-type: none">• Talk about what they have done• Describe what other people did	<ul style="list-style-type: none">• Describe how their body feels before, during and after an activity	<ul style="list-style-type: none">• Explore and perform basic body actions• Use different parts of the body singly and in combination• Show some sense of dynamic, expressive and rhythmic qualities in their own dance• Choose appropriate movements for different dance ideas• Remember and repeat short dance phrases and simple dances• Move with control• Vary they way they use space• Describe how their lungs and heart work when dancing• Describe basic body actions and simple expressive and dynamic qualities of movement
Games	Gymnastics		
<ul style="list-style-type: none">• Throw underarm• Roll a piece of equipment• Hit a ball with a bat• Move and stop safely• Catch with both hands• Throw in different ways• Kick in different ways	<ul style="list-style-type: none">• Make their body tense, relaxed, curled and stretched• Control their body when travelling• Control their body when balancing• Copy sequences and repeat them• Roll in different ways• Travel in different ways• Balance in different ways• Climb safely• Stretch in different ways• Curl in different ways		



Year 1 French

Listening and Responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none">• Understand simple classroom commands• Understand short Statements• Understand simple Questions• Understand clearly spoken speech	<ul style="list-style-type: none">• Answer with a single word• Answer with a short phrase	<ul style="list-style-type: none">• Read and understand a single word	<ul style="list-style-type: none">• Copy a single word Correctly• Label items• Choose the right words to complete a phrase• Choose the right words to complete a short sentence