

# YEAR 1 CURRICULUM EXPECTATIONS

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## Introduction

Below you will find 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 beyond 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?

The most important thing you can do to support your child is to ask them about their learning each day. 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.

Reading with your child daily is one of the most important things that you can do to support their learning across all areas of the curriculum. A child who can read, understand what they have read and develop a richness of vocabulary will achieve well 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.

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 school website has materials to support learning at home under 'Resource Downloads'

# YEAR 1 CURRICULUM EXPECTATIONS

## English

### Year 1

<b>READING</b>
<b>Word Reading</b>
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
Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words
<b>Comprehension</b>
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 he/she can read independently
Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Understanding both the books he/ she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as her/she reads and correcting inaccurate reading
Understanding both the books he/ she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events
Understanding both the books he/ she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far
<b>WRITING</b>
<b>Spelling</b>
Spell words containing each of the 40+ phonemes already taught
Name the letters of the alphabet in order
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
<b>Handwriting</b>
Begins to form lower-case letters in the correct direction, starting and finishing in the right place
<b>Composition</b>
Write sentences, sequencing them to form short narratives
Write sentences by re-reading what he/she has written to check that it makes sense
<b>Vocabulary, grammar and punctuation</b>
Use capital letters and full stops to demarcate sentences in some of his/ her writing

# YEAR 1 CURRICULUM EXPECTATIONS

## Mathematics

### Year 1

<b>Number and place value</b>
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
Count and read numbers to 100 in numerals
Count and write numbers to 100 in numerals
Count in multiples of two, fives and tens from 0
Identify one more and one less of a given number
<b>Addition and Subtraction</b>
Represent and use number bonds within 20
Represent and use subtraction facts within 20
<b>Fractions</b>
Recognise, find, and name a half as one of two equal parts of an object, shape or quantity.
<b>Measurement</b>
Compare, describe and solve practical problems for lengths and heights e.g. long/ short, longer/shorter, tall/short, double/half
Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than
Compare, describe and solve practical problems for capacity and volume e.g. full/ empty, more than, less than, half, half full, quarter
Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
<b>Shape</b>
Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles
Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres