

What I should be able to do in Year 1?



National Curriculum

In September 2014, the National Curriculum changed for all maintained schools throughout England. This new curriculum has 'higher expectations' and in some areas the content of the new primary curriculum is significantly more demanding than in the past. In maths, there is now much greater focus on the skills of arithmetic and also on working with fractions. In English lessons there will now be more attention paid to the study of grammar and spelling.

The Core Subjects

English, Maths and Science remain very important and are considered the **core subjects**. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will consume a substantial part of your child's learning week, taking up a bulk of the timetable.

The Foundation Subjects

Alongside these core subjects are the familiar **foundation subjects**: Art & Design, Computing, Design and Technology, Geography, History, Music, and Physical Education. These foundation subjects play a key part in providing a broad and balanced curriculum. For these subjects, the details in the curriculum are significantly briefer, so schools have much more flexibility regarding what they cover in these subjects.

Art & Design

Children will explore a range of different techniques such as drawing, painting and sculpture, and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. They will also learn about famous artists and crafts people.

Computing

Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Digital literacy is about the safe and responsible use of technology, including recognising its advantage for collaboration of communication. Computer science is understanding how computers and networks work. All of these areas will be covered, alongside giving the children opportunities to learn basic computer programming using programming software which is freely available online, such as Scratch and Kodu.

We will also include regular teaching of e-safety to ensure that children feel confident when using computers and the Internet, and know what to do if they come across something which is inappropriate or uncomfortable.

Design and Technology

This subject includes cooking, with children finding out about a healthy diet and preparing simple meals. It also includes the more traditional design elements in which children will design, make and evaluate projects while learning to use a range of tools and techniques for construction. There will also be some cross-over with Science as children incorporate levers, pulleys and electrical circuits into their designs for finished products.

Geography

The children will find out about different places in the UK, Europe and the Americas through studying small regions in each, and comparing these to other areas including their own locality.

The children will learn the names of the continents and oceans as well as the names of the four home nations and their respective capital cities. They will use the four main compass directions and simple maps and photographs to explore the local area.

History

The focus of history will be on locally significant events or events within the children's own memories, as well as key events of great significance such as Bonfire Night. In addition the children will find out about important historical people and events, such as Florence Nightingale and/or The Great Fire of London.

Music

Children will listen to and perform a range of music. This will include singing songs and rhymes, and playing un-tuned instruments such as tambourines and maracas.

Physical Education

Physical Education lessons will include a range of individual disciplines such as dance and athletics, with team sports and games. Through these sports, the children will learn the skills of cooperation and competition.

Religious Education

In addition, all children will receive some Religious Education in their broader curricular, following the Derbyshire Agreed Syllabus.

Tests your child will take

Teachers assess the children all of the time in lots of different ways such as observations, marking of work, discussions and tests.

At certain stages of schooling there are national tests which must be taken by all children in state schools.

In Year 1 the children undertake a statutory **phonics screening check**. This is a quick check of your child's ability to decode words using only his or her phonic knowledge. It helps us to confirm whether your child has met the expected standard for a child at the end of Year 1.

The check is a statutory requirement for all children in Year 1 and takes place each year in the summer term (June):

- Your child will be asked to read 40 words aloud to a teacher who is known to him/her.
- Your child may have read some of the words before, while others will be completely new.
- The check takes only a few minutes to complete and there is no time limit.

General Learning in Year 1

We want all children attending our school to be happy, healthy and ready to learn in order to achieve their best. We recognise that all children are unique and special. They have different personalities and interests and develop at different rates.

However, there are a number of key expectations that children should know, understand and be able to do at each stage of their learning in order to thrive in education and be ready for the next important stage of their lives. This is what we'd like to see your child be able to do by the end of Year 1.

Learning in this year will build on learning that took place in the Reception year. If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work to allow greater mastery and understanding of concepts and ideas.

English

Speaking and Listening

The spoken language objectives are set out for the whole of the primary school, and teachers will cover many of them every year as children's spoken language skills develop.

	Tick and date when achieved	Comments
I can listen and respond to adults and other children.		
I can ask questions to extend my understanding.		
I can learn new vocabulary related to topics or daily life.		

Reading

During the early years of compulsory schooling much of the focus is to develop confident readers, mainly using the phonics approach. Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low' or that both 'ai' and 'ay' make the same sound in different words. We follow the Letters and Sounds programme and Jolly Phonics resources to teach phonics, so look out for parent workshops and support materials for these.

	Tick and date when achieved	Comments
I know the 44 main speech sounds in English and the letters that represent them.		
I can blend sounds together to form words.		
I can read aloud when reading books that contain familiar letter sound patterns.		
I can listen to, and talk about a range of stories, poems and non-fiction texts.		
I can learn about popular fairy tales and folk stories, and retell them.		
I can join in with repeated phrases in familiar books.		
I can make predictions about what might happen next in a book.		
I can explain clearly what has happened in a book I've read or listened to.		

Writing

I can hold a pen or pencil in the correct and comfortable way.		
I can name the letters of the alphabet in order.		
I can write lower-case letters starting and ending in the right place.		
I can write capital letters and the digits 0 to 9.		
I can spell simple words containing the main sounds I've learned in reading.		
I can spell the days of the week.		
I can write words with common endings such as -ed, -ing, -er and -est.		
I can plan out sentences aloud before writing them.		
I can write simple sentences, and those using joining words such as 'and'.		
I can begin to use full stops and capital letters for sentences.		
I can combine some sentences to make short description and stories.		

Mathematics

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes and Ladders. You can also begin to explore using money and clocks both in play at home and when out and about.

Number and place value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5 in 504 is an important step in mathematical understanding.

	Tick and date when achieved	Comments
I can count, both forwards and backwards, from any number, including past 100.		
I can read and write numbers up to 100 as digits.		
I can count in 2s, 5s and 10s, forwards and backwards and from different numbers.		
I can find 'one more' or 'one less' than a number.		
I can use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'.		

Calculations

I can use the +, - and = symbols to write and understand simple number calculations.

I can add and subtract one and two-digit numbers, up to 20.

I can solve missing number problems, such as $10 - ? = 6$.

I can begin to use simple multiplication by organising and counting objects.

Fractions

I understand $\frac{1}{4}$ and $\frac{1}{2}$ to explain parts of an object or number of objects.

Measurements

I can use practical apparatus to explore different lengths, weights and volumes.

I can use language such as 'heavier', 'shorter' and 'empty' to compare things I have measured.

I can recognise the different coins and notes of British currency.

I can use the language of time, such as 'yesterday', 'before', days of the week and months of the year.

I can tell the time to the hour and half-hour, including drawing clock faces.

Shape

I can recognise and name some common 2-d shapes, such as squares, rectangles, circles and triangles.

I can recognise and name some common 3-d shapes, such as cubes, cuboids, spheres and pyramids.

I can describe movements, including quarter turns.

Science

In the first years of schooling, much of the science curriculum is based around real-life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. Opportunities will be given for exploring scientific ideas both in the classroom and the local surroundings.

There are plenty of ways in which families can support children at home with science. There may be a park or gardens near you which you can visit over the year and see how the flora changes with the seasons. You may also be able to visit a farm or nature park which provides plenty of opportunities for discussing the wide variety of the animal kingdom.

Scientific investigation

Children are encouraged to carry out their own observations and experiment to further their scientific understanding.

	Tick and date when achieved	Comments
I can ask questions.		
I can carry out simple texts, and make observations.		
I can collect information to answer questions.		
I can group together objects according to their properties or behaviours.		
Plants and animals		
I can name a selection of common plants, including deciduous and evergreen trees.		
I can name the main parts of plants and trees, such as roots, stems, turns and leaves.		
I can name a variety of common animals, including mammals, birds, reptiles and amphibians.		
I can name some common animals which are carnivores, herbivores and omnivores.		
I can name the main parts of the human body, including those related to the five senses.		
<i>Herbivores = animals which feed only on plants e.g. rabbit.</i>		
<i>Carnivores = animals which feed on other animals e.g. eagles.</i>		
<i>Omnivores = animals which eat both plants and animals e.g. humans.</i>		
<i>Deciduous trees = lose their leaves in autumn.</i>		
<i>Evergreen trees = retain their green colour all year round.</i>		

Everyday materials

	Tick and date when achieved	Comments
I can recognise that objects are made of materials.		
I can name some everyday materials such as wood, metal, glass and plastic.		
I can describe some of the properties of materials, e.g. that wood is hard.		
I can group together items based on the materials they're made from or their properties, for example by grouping heavy objects or shiny objects.		
Seasonal change		
I can observe changes across the four seasons.		
I can observe and describe how the day and weather changes.		

