



End of Year Expectations for Year 1 for New National Curriculum – EXPECTED (At National Standard)

Maths

Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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. <input type="checkbox"/> 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>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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.

Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> 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] time [for example, quicker, slower, earlier, later] <input type="checkbox"/> Measure and begin to record the following: 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

<div><div>➤ lengths and heights</div><div>➤ mass/weight</div><div>➤ capacity and volume</div><div>➤ time (hours, minutes, seconds)</div><div>➤ recognise and know the value of different denominations of coins and notes</div><div>➤ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] .</div><div>❑ Recognise and use language relating to dates, including days of the week, weeks, months and years.</div><div>❑ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</div></div>		
Reading		
Word Reading	Comprehension	
<div>Sufficient evidence shows the ability to...</div> <div><div>❑ Apply phonic knowledge to decode words.</div><div>❑ Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</div><div>❑ Read accurately by blending sounds in unfamiliar words containing GPCs taught.</div><div>❑ Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</div><div>❑ Read words with the endings -s, -es, -ing, -ed and -est.</div><div>❑ Read words of more than one syllable which contain GPCs known.</div><div>❑ Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</div><div>❑ Read some phonically-decodable books, closely matched to phonic knowledge.</div><div>❑ Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</div></div>	<div>Sufficient evidence shows the ability to...</div> <div><div>❑ Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</div><div>❑ Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</div><div>❑ Link what they read to their own experiences.</div><div>❑ Recognise and join in with predictable phrases in poems and stories.</div><div>❑ Appreciate some rhymes and poems; recite some by heart.</div><div>❑ Discuss the meanings of new words, linking them to words already known.</div><div>❑ Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</div><div>❑ Check that texts make sense when reading; self-correct and re-read inaccurate reading.</div><div>❑ Talk about the significance of the title and events.</div><div>❑ Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.</div><div>❑ Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.</div><div>❑ Participate in discussion about what is read to them, taking turns and listening to others.</div><div>❑ Explain clearly their understanding of what is read to them.</div></div>	

Writing

Transcription

<p>Spelling</p> <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Write from memory, simple dictated sentences containing the GPCs and words taught so far. ❑ Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. ❑ Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. ❑ Spell most common exception words in the YR 1 spelling appendix. ❑ Recognise and spell a set of simple compound words. ❑ Understand the difference between singular and plural. Add suffixes s and es to words. ❑ Name the letters of the alphabet in order. 	<p>Handwriting</p> <p>Evidence:</p> <ul style="list-style-type: none"> ❑ Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. ❑ Capital letters formed correctly for some names of people, places and the days of the week. ❑ Some spaces are left between words, although inconsistent. ❑ Most letters sit on the line correctly.
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Composition

<p>Composition: structure and purpose</p> <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Compose sentences orally before writing; talk about where the sentence begins and ends. ❑ Attempt to write appropriately to the task. ❑ Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. ❑ Compose orally and write simple poems. ❑ Re-read writing to check it makes sense. ❑ Discuss own writing with others; make simple changes where suggested. 	<p>Vocabulary, grammar and punctuation</p> <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Write sentences or sentence-like structures which can be clearly understood. ❑ Often use 'and' to join words and clauses. ❑ Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. ❑ Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. ❑ Sometimes include adjectives for description. ❑ Begin to use some features of Standard English e.g. I did.
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