

## YEAR 1 OBJECTIVES

### ENGLISH

1.1.a.1 Apply phonic knowledge and skills as the route to decode words

1.1.a.2 Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

1.1.a.3 Read accurately by blending sounds in unfamiliar words containing GPCs<sup>2</sup> that have been taught

1.1.a.4 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

1.1.a.5 Read words containing taught GPCs and -s, -es, -ing, -ed, er and -est endings

1.1.a.6 Read other words of more than one syllable that contain taught GPCs

1.1.a.7 Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)

1.1.a.8 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

1.1.a.9 Re-read these books to build up their fluency and confidence in word reading

1.1.b.1 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

1.1.b.2 Add prefixes and suffixes using the prefix un-

1.1.b.3 Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest

1.1.c.1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

1.1.d.1 Sit correctly at a table, holding a pencil comfortably and correctly

1.1.d.2 Begin to form lower- case letters in the correct direction, starting and finishing in the right place

1.1.d.3 Form capital letters

1.1.d.4 Form digits 0–9

1.1.d.5 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways ) and to practise these

1.2.a.1 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

1.2.a.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences

1.2.b.1 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

1.2.b.1 Write sentences by saying out loud what they are going to write about

1.2.b.2 Write sentences by composing a sentence orally before writing it

1.2.b.3 Write sentences by sequencing sentences to form short narratives

1.2.b.4 Write sentences by re-reading what they have written to check that it makes sense

1.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases

1.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart

1.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known

**1.2.c.1 Discuss what they have written with the teacher or other pupils**

**1.2.d.1 Read aloud their writing clearly enough to be heard by their peers and the teacher**

**1.2.e.1 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**

**1.2.e.2 Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading**

**1.2.f.1 Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events**

**1.2.f.2 Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done**

**1.2.g.1 Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far**

**1.2.j.1 Participate in discussion about what is read to them, taking turns and listening to what others say**

**1.2.j.2 Explain clearly their understanding of what is read to them**

## **MATHS**

**1.1.a.1 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number**

**1.1.a.2 Given a number, identify one more and one less**

**1.1.a.3 Count in multiples of twos, fives and tens**

**1.1.b.1 Read and write numbers to 100 in numerals**

**1.1.b.2 Read and write numbers from 1 to 20 in words**

**1.1.b.3 Identify and represent numbers using objects and pictorial representations including the number line**

**1.1.c.1 Use the language of: equal to, more than, less than (fewer), most, least**

**1.1.d.1 Solve number problems with number and place value from the Year 1 curriculum**

**1.2.a.1 Represent and use number bonds and related subtraction facts within 20**

**1.2.a.2 Begin to understand multiplication, division and doubling through grouping and sharing small quantities**

**1.2.b.1 Mentally add and subtract one- and two-digit numbers to 20, including zero**

**1.2.b.2 Mentally double numbers up to 10**

**1.2.c.1 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as:**

$$7 = \square - 9$$

**1.2.c.2 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**

**1.2.d.1 Begin to memorise number bonds to 10 and 20, including noticing the effect of adding or subtracting zero**

**1.2.e.1 Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs**

**1.2.e.2 Use arrays to represent multiplication and record grouping when doing division (+)**

**1.3.a.1 Recognise, find and name a half as one of two equal parts of an object, shape or quantity**

**1.3.a.2 Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity**

**1.1.1 Sequence events in chronological order using language**

**1.1.2 Recognise and use language relating to dates, including days of the week, weeks, months and years**

**1.1.3 Recognise and know the value of different denominations of coins and notes**

**1.1.4 Use non-standard units to measure length, mass and capacity**

**1.2.1 Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times**

**1.2.2 Measure and begin to record time (hours, minutes, seconds)**

**1.2.3 Measure and begin to record lengths and heights, mass/weight, capacity and volume**

**1.3.1 Compare, describe and solve practical problems for time**

**1.3.2 Begin to handle coins and become familiar with coins up to 20 pence**

**1.3.3 Compare, describe and solve practical problems for lengths and heights, mass or weight and capacity/volume**

**1.2.1 Recognise common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles**

**1.2.2 Name common 2-D shapes in different orientations and sizes i.e. including rectangles (including squares), circles and triangles**

**1.2.3 Recognise and name common 3-D shapes in different orientations and sizes i.e. including cuboids (including cubes), pyramids and spheres**

**1.4.1 Describe position using everyday language e.g. top, middle, bottom, in front of, between, near, inside**

**1.4.2 Recognise and create simple repeating patterns with objects and shapes**

**1.5.1 Describe movement in straight lines using everyday language and describe turns, including half, quarter and three- quarter turns in both directions and connect turning clockwise with movement on a clock face**