



Wyton on the Hill Primary School

“Be the best you can be; excellence through creativity, community, commitment and challenge”

KEY LEARNING AND ASSESSMENT OBJECTIVES for YEAR 1		
Reading	Word reading	<ul style="list-style-type: none"> ▪ I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes ▪ I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs). ▪ I can read many common exception words. <p>In a book closely matched to the GPCs as above, I can:</p> <ul style="list-style-type: none"> ▪ read aloud many words quickly and accurately without overt sounding and blending ▪ sound out many unfamiliar words accurately.
	Comprehension	<p>In discussion with the teacher, I can:</p> <ul style="list-style-type: none"> ▪ answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me or by me. ▪ generally answer simple questions and make simple inferences on the basis of what is being said and done in a familiar book that I am reading independently.
Writing	Spelling Handwriting Composition Grammar and Punctuation	<ul style="list-style-type: none"> ▪ I can write sentences that are sequenced to form a short narrative, after discussion with the teacher: <ul style="list-style-type: none"> • demarcating some sentences with capital letters and full stops • segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly • spelling some common exception words* • forming lower-case letters in the correct direction, starting and finishing in the right place • forming lower-case letters of the correct size relative to one another in some of the writing • using spacing between words.

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Speaking	As a speaker	<ul style="list-style-type: none"> ▪ I can 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 can listen carefully to the things other people have to say in a group. ▪ I can join in with conversations in a group. ▪ I can join in with role play. ▪ I can join in with familiar / repetitive stories. ▪ I can join in with rhymes and songs. ▪ I can respond to a familiar story when it is read to me.
Mathematics	Number	<ul style="list-style-type: none"> ▪ I can demonstrate an understanding of place value, though may still need to use apparatus to support me (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$). ▪ I can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives). ▪ I can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).
	Calculation	<ul style="list-style-type: none"> ▪ I can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$). ▪ I can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), and can demonstrate my method using concrete apparatus or pictorial representations.
	Fractions, decimals and percentages	<ul style="list-style-type: none"> ▪ I can recall doubles and halves to 20 (e.g. I know that double 2 is 4, double 5 is 10 and half of 18 is 9).
	Measurement	<ul style="list-style-type: none"> ▪ I am beginning to understand that it is possible to use different coins to make the same (small amount) ▪ With support, I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. I can read the temperature on a thermometer or measures capacities using a measuring jug). ▪ I can read the time on the clock to the nearest hour and half hour. ▪
	Geometry	<ul style="list-style-type: none"> ▪ I can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.
Science	Working scientifically	<ul style="list-style-type: none"> ▪ I can ask simple questions and recognise that they can be answered in different ways. ▪ I can observe closely, using simple equipment. ▪ I can perform simple tests. ▪ I can identify and classify.

		<ul style="list-style-type: none"> ▪ I can use my observations and ideas to suggest answers to questions. ▪ I can gather and record data to help in answering questions.
	Biology	<ul style="list-style-type: none"> ▪ I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. ▪ I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. ▪ I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). ▪ I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ▪ I can observe similarities between children and their parents. ▪ I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ▪ I can identify and describe the basic structure of a variety of common flowering plants, including trees.
	Chemistry	<ul style="list-style-type: none"> ▪ I can distinguish between an object and the material from which it is made. ▪ I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. ▪ I can describe the simple physical properties of a variety of everyday materials. ▪ I can compare and group together a variety of everyday materials on the basis of their simple physical properties.
	Physics	<ul style="list-style-type: none"> ▪ I can observe changes across the 4 seasons. ▪ I can observe and describe weather associated with the seasons and how day length varies. ▪ I can observe how things move using simple comparisons e.g. faster and slower.
History	Chronological Understanding	<ul style="list-style-type: none"> ▪ I can place objects/events in order and explain that some objects belonged to the past. ▪ I can explain how I have changed since I was born.
	Knowledge & Interpretation	<ul style="list-style-type: none"> ▪ I can explain how some famous people have helped our lives be better today. ▪ I can describe the difference between the present and the past in my own and other people's lives.
	Historical Enquiry	<ul style="list-style-type: none"> ▪ I can answer questions about an artefact and give a plausible explanation about what it was used for in the past. ▪ I can find answers to some simple questions about the past from different sources of information (e.g. spot old and new things in a picture).
Geography	Geographical Enquiry	<ul style="list-style-type: none"> ▪ I can keep a weather chart and answer questions about the weather.
	Physical Geography	<ul style="list-style-type: none"> ▪ I can explain how the weather changes with each season. ▪ I can explain the main features of a hot and cold place.
	Human Geography	<ul style="list-style-type: none"> ▪ I can explain what I might wear if I lived in a very hot or a very cold country.
	Geographical Knowledge	<ul style="list-style-type: none"> ▪ I can find where I live on a map of the UK. ▪ I can identify the 4 countries making the United Kingdom and name their capital cities.
Art	Drawing & Painting	<ul style="list-style-type: none"> ▪ I can draw lines of different shapes and thickness. ▪ I can name the primary colours and mix them to create secondary colours.

	Printing, 3D, Textiles & Collage	<ul style="list-style-type: none"> I can print a repeating pattern (e.g. with sponges or fruit onto paper or textile). I can make different kinds of shapes by cutting, rolling and coiling materials such as clay, dough or plasticine.
	Use of IT	<ul style="list-style-type: none"> I can use a simple painting program to create a picture.
	Knowledge	<ul style="list-style-type: none"> I can describe what I think and feel about my own work and another artist's work.
Music	Performing	<ul style="list-style-type: none"> I can use my voice to speak, sing and chant I can copy sounds and repeat short rhythmic patterns
	Composing	<ul style="list-style-type: none"> I can make different sounds with my voice and instruments I can make a sequence of sounds and show the sounds by using pictures
	Appraising	<ul style="list-style-type: none"> I can say how a piece of music makes me feel and whether I like or dislike a piece of music with reasons I can choose sounds to represent different things
Design & Technology	Designing	<ul style="list-style-type: none"> I can describe how my design works by using pictures, diagrams, models and words
	Making	<ul style="list-style-type: none"> I can join materials or components together in different ways
	Evaluating	<ul style="list-style-type: none"> I can say what went well with my work
	Technical Knowledge	<ul style="list-style-type: none"> I can build structures I can explore mechanisms (e.g. levers, sliders, wheels and axles) I can cut food safely and say why it is important to make sure surfaces are clean
PE	Acquiring & Developing Skills	<ul style="list-style-type: none"> I can copy actions and skills I can move with control and care
	Selecting & Applying	<ul style="list-style-type: none"> I can choose skills and actions that suit the activity
	Evaluating & Improving	<ul style="list-style-type: none"> I can talk about what they I have done I can describe what other people did
	Health & Fitness	<ul style="list-style-type: none"> I can describe how my body feels before, during and after an activity
RE	Learning about religion and belief	<ul style="list-style-type: none"> I am beginning to name the different beliefs and practices of Christianity and at least one other religion. I can respond and order some of the religious and moral stories from the bible and at least one other religious text, special book, or religion other than Christianity. I can show how different people celebrate aspects of religion. I can demonstrate that I am familiar with key words and vocabulary related to Christianity and perhaps at least one other religion.
	Learning from Religion and belief	<ul style="list-style-type: none"> I am beginning to talk about and find meanings behind different beliefs and practices. I am beginning to suggest meanings of some religious and moral stories. I can either ask or respond to questions about what individuals and faith communities do. I can express my own ideas creatively.
Computing	Understanding Technology	<ul style="list-style-type: none"> I can use international pictograms to identify the on-off switch and volume switches on a device. I can enter text using a real or on-screen keyboard. I can use a mouse or other pointing device to navigate software. I can use a touch-screen to navigate an app and enter text using a virtual keyboard. I can recognise the different methods in which technology is used in school and in the home. I can use given links to websites to find information by going to specific pages.

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		<ul style="list-style-type: none"> I can identify some ways that using technology can help ourselves and others.
	Programming	<ul style="list-style-type: none"> I can press a range of buttons on a device to make something happen as designed in a logical order. I can list a series of actions that describes an action or set of logical movements. I can describe what happens when a button is pressed on a programmable device such as a remote control, robotic toy or floor turtle. I can pass instructions to another child and follow their instructions to follow directions and distance. I can start to use simple software or tablet apps to create movement of icons/cursors on a screen. I can use the word 'debug' and 'code' when talking about correcting mistakes in giving out ordered instructions. I can begin to predict what will happen using a short sequence of instructions to a control device.
	Digital literacy	<ul style="list-style-type: none"> I can talk about different types of information, and the different methods in which it is stored and displayed. I can use simple technology to collect information as text, photos, video and sound, using simple recording devices. I can use a computer to create and present ideas to others, using a keyboard, mouse or other input devices. I can collect simple information in number form from the classroom or outside. I can use simple flow charts that uses data to answer a question.
	E-safety	<ul style="list-style-type: none"> I know what a password and user name is, and why it is important to keep it private. I know what personal information is. I can check that my online identify, image and nickname are safe. I can explain how to tell an adult when something is worrying when using technology. I know why it is important to be nice online. I can recognise technology and activities that are not for children.
PD	Self Confidence	<ul style="list-style-type: none"> I can say what I like and dislike, what is fair and unfair, what is right and wrong
	Citizenship	<ul style="list-style-type: none"> I can share my views and opinions
	Healthy, Safe Lifestyles	<ul style="list-style-type: none"> I can make simple choices to improve my health and well being
	Relationships	<ul style="list-style-type: none"> I can listen to other people and play or work co-operatively

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