



End of Year Expectations for Year 1

(Maths, Reading, Writing & Science)

This booklet provides information for parents and carers on the end of year expectations for learners in our school. These expectations are based on the New National Curriculum and the age expected standards for the year group.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your child to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's year group staff.

More information can be found at:

School website: <http://www.town-farm.surrey.sch.uk/>

DFE website: <https://www.gov.uk/government/collections/national-curriculum>



Maths

'Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.'

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

National Curriculum for Mathematics

By the end of year 1, children begin to solve simple problems involving addition and subtraction in familiar contexts such as going shopping, using a range of hands-on equipment, symbols, images and pictures. They begin to use what they know to tackle problems that are more complex and provide simple reasons for their opinions.

- Count to and across 100, forwards and backwards from any number.
- Read and write numbers to 20 in digits and words. Read & write numbers to 100
- Say 1 more/1 less to 100.
- Count in multiples of 1, 2, 5, and 10.
- Know number bonds to 10 off by heart.
- Use bonds and subtraction facts to 20.
- Add and subtract: 1 digit and 2 digit numbers to 20, including zero
- Add any three 1-digit numbers with a total up to 20.
- Solve simple multiplication and division with apparatus and arrays.
- Recognise half and quarter of object, shape or quantity.
- Sequence events in order.
- Use language of day, week, month and year.
- Tell the time to the hour and half past.
- Measure and record length, mass/weight, capacity and time.
- Name 2-D and 3-D shapes including rectangles, squares, circles, triangles, cuboids, cubes, pyramids and spheres.
- Describe position, direction and movement
- Know whole, half and $\frac{3}{4}$ turns



Reading

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

National Curriculum for English

By the end of Year 1 pupils develop fluency in recognizing letters and identifying what 'sound' these letters make in words (called Grapheme-Phoneme-Correspondence or GPC). The books that they will read independently will contain enough print for the child to practise these decoding skills.

It is expected that children will blend these sounds to read words in books that are predominantly dominated by illustrations which support the text, or in more complex books, which support the storyline. The storylines in these books involve a few episodes in chronological order and include a range of sentence structures including statements, questions and commands.

Some examples:

- Secure with set 1, 2 & 3 sounds.
- Reads most red words.
- Relate reading to own experiences.
- Re-reads if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Make predictions on basis of what has been read.
- Make inferences on basis of what is being said and done.
- Reads with pace and expression, i.e. pause at full stop; raise voice for question.
- Knows difference between fiction and non-fiction texts.
- Reading accurately by blending sounds.



Writing

By the end of Year 1 pupils will be able to write simple fiction or non-fiction texts which will re-tell or imitate familiar stories or will recount events. They will include the main events in sequence, focusing upon who is in the event, where it takes place and what happens. Non-fiction writing will be linked to topics that they are studying or those which hold a personal interest for them.

In Year 1, pupils will use story language, sentence patterns and sequence words to organise events (e.g. first, then, next, finally etc.) and will use non-fiction texts they have studied as models for their own writing.

Some examples:

- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Evidence of capital letters, full stops, question marks, exclamation marks and finger spaces.
- Capital letters for names and personal pronoun 'I'.
- Clearly sequenced sentences (as introduction to paragraphs).
- Correct formation of lower case letters using cursive print.
- Correct formation of capital letters.
- Correct formation of digits.
- Write clearly demarcated sentences.
- To write sentences by:
 - Thinking of ideas
 - Orally rehearsing sentences
 - Write sentences independently
 - Re-reading and check
 - Discuss with adults / others what they have written



Science

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

Seasonal Changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies