

# Year 1



## Curriculum Objectives

These objectives, taken from the 2014 National Curriculum, have been re-written by staff in child friendly language and in 'I can' format.

## Reading Targets

<b>Word</b>	I can read words by breaking them down into sounds.
<b>Word</b>	I can quickly read letters or groups of letters.
<b>Word</b>	I read new words by blending letter sounds together.
<b>Word</b>	I can read some unusual words.
<b>Word</b>	I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.
<b>Word</b>	I can correctly read the longer words in my word list.
<b>Word</b>	I can read words that contain missing letters (contractions) (e.g. I'm, I'll, and we'll).
<b>Word</b>	I correctly read aloud the words from my book.
<b>Word</b>	I re-read books so that I become a more confident reader.
<b>Comprehension</b>	I listen to and discuss a wide range of poems, stories and non-fiction books, which may be too difficult to read by myself at the moment.
<b>Comprehension</b>	When I read, I can tell you about similar things that have happened to me.
<b>Comprehension</b>	I can tell you about some special stories we have worked on in class and can re-tell them, saying what is special about them.
<b>Comprehension</b>	I join in with the class when a familiar part of a story is read out.
<b>Comprehension</b>	I have learned some rhymes or poems off by heart.
<b>Comprehension</b>	I discuss what new words mean, linking them to words I already know.
<b>Comprehension</b>	I understand the books I can read.
<b>Comprehension</b>	I check the text I am reading makes sense as I read through it.
<b>Comprehension</b>	I discuss the importance of titles and events from the books I read.
<b>Comprehension</b>	I can tell you about why a character does or says some things.
<b>Comprehension</b>	I can predict what might happen next based on what I have read so far.
<b>Comprehension</b>	I take turns to talk and listen, when I discuss books and stories with others.
<b>Comprehension</b>	I can explain what has happened in the story someone has just read to me.

## Writing Targets

Spelling	I can spell my word list accurately.
Spelling	I can spell some unusual words.
Spelling	I can spell the days of the week.
Spelling	I can name the letters of the alphabet in order.
Spelling	I know some sounds can be spelt in different ways using different letters.
Spelling	I use word endings such as -s and -es to change a word to mean more than one.
Spelling	I know how to use un- at the beginning of a word to create a new word.
Spelling	I spell words correctly by adding -ing, -ed, -er and -est to create new words (e.g. helping, helped, helper).
Spelling	I can spell simple words using spelling rules.
Spelling	I can write a sentence read out to me by my teacher.
Handwriting	I can hold a pencil correctly and sit correctly at a table when writing.
Handwriting	I can write some of my letters correctly, starting and finishing in the right place.
Handwriting	I can write some capital letters.
Handwriting	I can write the digits from 0 to 9 correctly.
Handwriting	I can tell you how some letters are similar and can be put into groups.
Composition	I can say out loud what I am going to write about before I write it.
Composition	I can think of and say a sentence before I write it.
Composition	I can write a text by thinking of a list of sentences in the order I need.
Composition	I check my sentences make sense by re-reading them.
Composition	I can discuss what I have written with my teacher or my friends.
Composition	I can read aloud my own writing so my friends and the teacher can hear me.
Grammar	I leave spaces between my words.
Grammar	I can join together two simple sentences using 'and'.
Grammar	I am beginning to use capital letters, full stops, question marks or exclamation marks in my work.
Grammar	I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use "I".
Grammar	I can discuss my work using words like "singular", "plural", "punctuation" and explain how words combine to make sentences.
Grammar	I can use the grammar rules set out in my Year 1 grammar list.

## Maths Targets

<b>Number and Place Value</b>	I can count up and down from 0 to 100 and more, starting from any number.
<b>Number and Place Value</b>	I can count, read and write numbers up to 100.
<b>Number and Place Value</b>	I can count in 2s or 5s or 10s.
<b>Number and Place Value</b>	I can tell you what is one more and one less than a given number.
<b>Number and Place Value</b>	I can find numbers on a number line when I am solving problems using "equal to", "more than", "less than", "most" and "least".
<b>Operations</b>	I can read and write numbers from 1 to 20 in numbers and words.
<b>Operations</b>	I know and can use the maths symbols "+", "-" and "=" in a number sentence.
<b>Operations</b>	I know my number bond facts to 20 (e.g. $18+2=20$ and $20-2=18$ ).
<b>Operations</b>	I add and subtract numbers up to 20 (e.g. $6+6$ or $14-8$ ).
<b>Operations</b>	I can solve some number problems (e.g. $5 = ? - 9$ ).
<b>Operations</b>	I can answer multiplication or division problems using objects to see what the problem means, with the help of an adult.
<b>Fractions</b>	I know what a half is and I can find half of a shape or a number of objects by sharing into two equal parts.
<b>Fractions</b>	I can find a quarter of a shape or a number of objects by sharing the shape or number into four equal parts.
<b>Measure</b>	I use words such as "tall/short", "double/half", "long/short", "longer/shorter", to describe my maths work when I am measuring.
<b>Measure</b>	I use words such as "heavy/light", "heavier than", "lighter than" to describe my maths work when I am weighing.
<b>Measure</b>	I use words such as "full/empty", "more than", "less than", "half", "half full" and "quarter" when working with capacity.
<b>Measure</b>	I can solve problems involving time, (e.g. "Who is quickest?" or "What is earlier?").
<b>Measure</b>	I can measure the length or height of something and write down what measure.
<b>Measure</b>	I can measure how heavy an object is and write down what I find.
<b>Measure</b>	I can measure the capacity of jugs of water and write down what I measure.
<b>Measure</b>	I can measure how long something takes to happen (e.g. how long it takes me to run across the playground).
<b>Measure</b>	I know that coins and notes have different values (e.g. 1p, 5p, 20p, £1 and £5).
<b>Measure</b>	I can put events in time order and use time words (e.g. "before", "after", "next", "first", "today", "yesterday", "morning" and "evening".)
<b>Measure</b>	I can tell you the days of the week and I can talk about weeks, months and years and what they mean.
<b>Measure</b>	I can tell the time to the hour and half past the hour and draw hands on a clock for these times.
<b>Geometry</b>	I can name common 2-D shapes such as rectangles (including squares), circles and triangles.
<b>Geometry</b>	I can name some 3-D shapes such as cuboids (including cubes), pyramids and spheres.
<b>Geometry</b>	I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns.