

Simonside Primary School

Year 1 Curriculum Expectations

Including Non-
Negotiables



A guide for Parents/Carers

End of Year Expectations – Year 1

This booklet provides information for Parents/Carers about the End of Year Expectations for children in Year 1, based on the requirements of the National Curriculum, 2014. These requirements have been outlined as the minimum expectation for your child, in order to ensure they make progress in the following year.

All of 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 you would like support in knowing how best to help your child, please see your child's teacher and they will be more than happy to help.

SCIENCE

- 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 discuss the properties of materials e.g. hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/non-bendy, waterproof/non-waterproof, opaque/transparent
- I can identify and classify
- I can use observations and ideas to suggest answers to questions
- I can raise my own questions about the world
- I can follow instructions
- I can share equipment with others safely
- I can work with a partner to find something out
- I listen to other people's ideas
- I can work with others to make displays about seasonal changes
- I can find out about the characteristics of common materials
- I can help make up a test about materials and say what I have found out
- I can help set up and experiment to find out what a plant needs in order to grow
- I can use my senses to help solve problems
- I can perform simple tests to explore questions e.g. what is the best material for an umbrella?

SCIENCE

Essential Skills and Knowledge

- 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
- 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, draw, name and label the basic parts of the human body and say which part of the body is associated with each sense
- 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, metal, glass, 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 based on their physical properties
- I can compare and group together a variety of everyday materials on the basis of their simple physical properties.
- I can observe changes across the four seasons.
- I can observe and describe weather associated with the seasons and how day length varies.

MATHEMATICS

- Count to and across 100, forward and backward from any number.
- ♦ Read and write numbers to 20 in digits and words.
 - ♦ Read and write numbers to 100 in digits.
 - ♦ Say 1 more/1 less to 100.
 - ♦ Count in multiples of 1, 2, 5 and 10.
 - ♦ Know bonds to 10 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 & 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 time to hour and half past.

READING

- Identify which words appear again and again.
- Relate reading to own experiences.
- Re-read 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 & done.
- Read with pace and expression i.e. pause at full stop, raise voice for question
- Knows difference between fiction and non-fiction texts.

WRITING

- Write clearly demarcated sentences.
- 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
- Use capital letters for names & personal pronoun 'I'.
- Write clearly sequenced sentences.
- Correct formation of lower case – finishing in right place.
- Correct formation of capital letters.
- Correct formation of digits.