



'Here we belong and here we grow,
Reading, writing, maths, and science help us know.
With nurture, inspiration, and skills we all need -
We learn, we understand, we try - and succeed'

End of Year Expectations: Year 1

KS1 classes follow the National Curriculum.

These expectations reflect the age expected standards
for each year group.

*This booklet provides information for parents and carers on the end of
year expectations for children within our school.*

By the end of Year 1 in Mathematics:

Number

I can count reliably to 100.

I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100.

I can write all numbers in words to 20.

I can say the number that is one more or one less than a number to 100.

I can recall all pairs of addition and subtraction number bonds to 20.

I can add and subtract 1-digit and 2-digit numbers to 20, including zero.

I know the signs $+$ $-$ $=$.

I can solve a missing number problem.

I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.

Measurement, geometry and statistics

I recognise all coins.

I recognise and can name the 2D shapes: circle, triangle, square and rectangle.

I recognise and can name the 3D shapes: cuboid, pyramid, and sphere.

I can name the days of the week and months of the year.

I can tell the time to o'clock and half past the hour

By the end of Year 1 in Oracy:

I 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 listen carefully to the things other people have to say in a group.

I join in with conversations in a group.

I join in with role play.

By the end of Year 1 in Reading:

I can match all graphemes to their phonemes.

I can blend sounds in unfamiliar words.

I can divide words into syllables.

I can read compound words.

I can read words with contractions and understand that the apostrophe represents the missing letters.

I can read phonetically decodable words.

I can read words that end with 's, -ing, -ed, -est
I can read words which start with un-.
I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
I can read words of more than one syllable.
I can say what I like and do not like about a text.
I can link what I have heard or read to my own experiences.
I can retell key stories orally using narrative language.
I can talk about the main characters within a well-known story.
I can learn some poems and rhymes by heart.
I can use what I already know to understand texts.
I can check that my reading makes sense and go back to correct when it doesn't.
I can begin to draw inferences from the text and/or the illustrations.
I can make predictions about the events in the text.
I can explain what I think a text is about.

Spelling
I can identify known phonemes in unfamiliar words.
I can use syllables to divide words when spelling.
I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
I can use the spelling rule for adding 's' or 'es' for verbs in the 3 rd person singular.
I can name all the letters of the alphabet in order.
I can use letter names to show alternative spellings of the same phoneme.

Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly.

I can form lower case letters in the correct direction, starting and finishing in the right place

I can form capital letters and digits 0-9.

I can compose a sentence orally before writing it.

I can sequence sentences in chronological order to recount an event or experience.

I can re-read what I have written to check that it makes sense.

I leave spaces between words.

I know how the prefix 'un' can be added to words to change meaning.

I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

I can combine words to make a sentence.

I can join two sentences using 'and'.

I can sequence sentences to form a narrative.

Punctuation

I can separate words using finger spaces.

I can use capital letters to start a sentence.

I can use a full stop to end a sentence.

I can use a question mark.

I can use an exclamation mark.

I can use capital letters for names.

I can use 'I'.

By the end of Year 1 in Science:

Working scientifically (Y1 and Y2)

- I can ask simple scientific questions
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.
- I can use simple data to answer questions

Plants

- I can name a variety of common wild and garden plants.
- I can name the petals, stem, leaf and root of a plant.
- I can name the roots, trunk, branches and leaves of a tree.

Animals, including humans

- I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I can sort living and non-living things.
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.

Everyday materials

- I can distinguish between an object and the material it is made from.
- I can explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the materials they are made from.

Seasonal changes

- I can observe and comment on changes in the seasons.
- I can name the seasons and suggest the type of weather in each season.