

# St. James' Catholic Primary School



## End of Year Expectations – Year 1

Teacher – Miss S. Lee

For more information about our curriculum please visit our website:

[www.st-james-pri.lancs.sch.uk](http://www.st-james-pri.lancs.sch.uk)

*We Belong to the Loving Family of St. James'*

This booklet is designed to help parents to support your child to meet the end of year expectations for each year group. This booklet contains the expectations towards which your child will be working during this year. To help your child achieve, you should talk to them about their work in school and we hope this booklet will provide a starting point. We believe that you will find it useful in supporting your child at home but it is not expected that you teach these topics.

### Expectations in Maths

<b>Counting &amp; ordering</b>	Count to & across 100, forwards & backwards from any number
<b>Numbers &amp; more/less</b>	Read & write numbers to 20 in digits & words Read & write numbers to 100 in digits. Say 1 more/1 less to 100
<b>Tables &amp; multiples</b>	Count in multiples of 1, 2, 5 & 10.
<b>Bonds &amp; Facts</b>	Know bonds to 10 by heart. Use bonds & subtraction facts to 20.
<b>Calculations</b> +/-	Add & subtract: 1 digit & 2 digit numbers to 20, including zero. Add any three 1-digit numbers with a total up to 20.
<b>Calculations</b> x/÷	Solve simple multiplication & division with apparatus & arrays.
<b>Fractions &amp; percentages</b>	Recognise half and quarter of object, shape or quantity.
<b>Time</b>	Sequence events in order. Use language of day, week, month and year. Tell time to hour & half past.

### Expectations in Reading

Decoding/ Phonics	Read and spell phonically decodable two and three syllable words Read automatically all words in the 100 high frequency word list.
Patterns and Rhymes	Identify which words appear again and again.
Comprehension and Understanding	Relate reading to own experiences. Re-reads if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events.
Prediction, inference & deduction	Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.
Intonation and Expression	Reads with pace & expression, i.e. pause at full stop; raise voice for question.
Research	Knows difference between fiction and non-fiction texts.

### Expectations in Writing

<b>Sentence &amp; text structure</b>	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.
<b>Punctuation</b>	Evidence of: Capital letters. Full stops. Question marks. Exclamation marks. Capital letters for names & personal pronoun 'I'. Clearly sequenced sentences [as introduction to paragraphs].
<b>Paragraphing</b>	
<b>Handwriting</b>	Correct formation of lower case – finishing in right place. Correct formation of capital letters. Correct formation of digits.

Expectations as a Learner

Self-Managers	<p>Ask for help (if the time is appropriate).            Choose and use equipment needed for a set task.            Have a go even when something is difficult.            Set a simple target or goal.            Tell when someone is feeling sad.            Stop and think before acting.</p>
Effective Participators	<p>Recognise when they need to talk to someone about a concern.            Listen to the point of view of others in a dispute.            Listen carefully to instructions and follow them.</p>
Resourceful Thinkers	<p>Think of own ideas once given a starting point.            Play, observe and experiment to find things out.            Have a go at something new.            Suggest ways to solve problem.</p>
Reflective Learners	<p>Know and understand what they do well.            Tell others why they enjoy a task.            Tell someone what they have learnt.            Pick the best time to talk to someone.            Try something different if previous action has not worked.</p>
Independent Enquirers	<p>Ask sensible questions about learning and tasks.            Offer an opinion about an issue and explain thinking.            Show curiosity about new things.            Use 'how' and 'why' when trying to find things out.            Give a simple opinion and explain why</p>

Team Workers

Work in a group and take turns.

Engage in collaborative tasks.

Prepared to listen to the ideas of others without interrupting them.

Confident to share ideas with others.

## Expectations in Science

<p><b>Plants: Common Names and Basic Structure</b></p> <ul style="list-style-type: none"> <li>▪ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>▪ Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal).</li> </ul>	<p><b>Animals - Humans</b></p> <ul style="list-style-type: none"> <li>▪ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>▪ Recognise that humans are animals.</li> <li>▪ Compare and describe differences in their own features (eye, hair, skin colour, etc.).</li> <li>▪ Recognise that humans have many similarities.</li> </ul>	<p><b>Animals - Other Animals</b></p> <ul style="list-style-type: none"> <li>▪ Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals.</li> <li>▪ Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).</li> <li>▪ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).</li> <li>▪ Find out and describe how animals look different to one another.</li> <li>▪ Group together animals according to their different features.</li> <li>▪ Recognise similarities between animals: Structure: head, body, way of moving, senses, body covering, tail.</li> <li>▪ Animals have senses to explore the world around them and to help them to survive.</li> <li>▪ Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</li> <li>▪ Animals are alive; they move, feed, grow, use their senses and reproduce.</li> </ul>
<p><b>Material Properties – Everyday Materials</b></p> <ul style="list-style-type: none"> <li>▪ Distinguish between an object and the material from which it is made.</li> <li>▪ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard.</li> <li>▪ Describe the simple physical properties of a variety of everyday materials.</li> <li>▪ Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>		<p><b>Light and Astronomy – Seasonal Change</b></p> <ul style="list-style-type: none"> <li>▪ Observe and describe changes across the four seasons.</li> <li>▪ Observe and describe weather associated with the seasons and how day length and temperature varies.</li> </ul>

### Expectations in Art & Design

Year 1	<ul style="list-style-type: none"> <li>▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.</li> <li>▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.</li> <li>▶ Beginning to work creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer.</li> <li>▶ Begin to talk about the style of a chosen artist, craft maker or designer.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</li> <li>▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</li> <li>▶ Talk about the features they like in their own work and in the work of others.</li> <li>▶ Talk about what they might change in their own work.</li> </ul>
	Produce creative work, exploring their ideas and recording their experiences	Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms	Become proficient in drawing, painting, sculpture and other art, craft and design techniques	Evaluate and analyse creative works using the language of art, craft and design

Expectations in Computing

Year 1	<ul style="list-style-type: none"> <li>▶ Recognise common uses of information technology beyond school.</li> <li>▶ Understand the rules and responsibilities outlined by the school's acceptable use policy and begin to understand where to go for help when they have concerns.</li> <li>▶ Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use technology with support, to create, store and retrieve digital content such as text and images.</li> <li>▶ Use a simple search to find information or files.</li> <li>▶ Develop understanding of how simulations work through exploring simple examples.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand what algorithms are and develop strategies to help find bugs in them.</li> <li>▶ Make very simple programs.</li> </ul>
	Digital Literacy	Information Technology	Computer Science

Expectations in Design and Technology

<p>Year 1</p>	<ul style="list-style-type: none"> <li>▶ Use pictures and words to convey what they want to design / make.</li> <li>▶ Explore ideas by rearranging materials.</li> <li>▶ Select pictures to help develop ideas.</li> <li>▶ Use mock-ups e.g. recycled material trial models to try out their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Select materials from a limited range.</li> <li>▶ Explain what they are making.</li> <li>▶ Name the tools they are using.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Explore existing products and investigate how they have been made (including teacher-made examples).</li> <li>▶ Talk about their design as they develop and identify good and bad points.</li> <li>▶ Say what they like and do not like about items they have made and attempt to say why.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Start to use technical vocabulary.</li> <li>▶ Cut out shapes which have been created by drawing round a template.</li> <li>▶ Join materials in a variety of ways.</li> <li>▶ Decorate using a variety of techniques.</li> <li>▶ Know some ways of making structures stronger.</li> <li>▶ Show how to stiffen some materials.</li> <li>▶ Know how to make a simple structure more stable.</li> <li>▶ Know some different ways of making things move in a card.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Group familiar food products e.g. fruit and vegetables.</li> <li>▶ Cut and chop a range of ingredients.</li> <li>▶ Work safely and hygienically.</li> <li>▶ Know about the need for a variety of foods in a diet.</li> </ul>
	<p>Design</p>	<p>Make</p>	<p>Evaluate</p>	<p>Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)</p>	<p>Cooking and Nutrition</p>

### Expectations in Geography

<p>▶ Name and locate some places in their locality, the UK and wider world.</p>	<p>▶ Describe some places and features using basic geographical vocabulary. ▶ Express their views on some features of their environment e.g. what they do or do not like.</p>	<p>▶ Ask and answer simple geographical questions. ▶ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>▶ Observe and describe daily weather patterns. ▶ Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>	<p>▶ Use a range of sources such as simple maps, globes, atlases and images. ▶ Know that symbols mean something on maps.</p>	<p>▶ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. ▶ Draw, speak or write about simple geographical concepts such as what they can see where.</p>
<p>Year 1</p>	<p>Human and Physical Geography</p>	<p>Geographical Skills: Enquiry and Investigation</p>	<p>Geographical Skills: Fieldwork</p>	<p>Geographical Skills: Interpret a Range of Sources of Geographical Information</p>	<p>Geographical Skills: Communicate Geographical Information</p>
<p>Locational and Place knowledge</p>	<p>Human and Physical Geography</p>	<p>Geographical Skills: Enquiry and Investigation</p>	<p>Geographical Skills: Fieldwork</p>	<p>Geographical Skills: Interpret a Range of Sources of Geographical Information</p>	<p>Geographical Skills: Communicate Geographical Information</p>

### Expectations in History

Year 1	<ul style="list-style-type: none"> <li>▶ Recognise the distinction between past and present.</li> <li>▶ Order and sequence some familiar events and objects.</li> <li>▶ Identify some similarities and differences between ways of life at different times.</li> <li>▶ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>▶ Describe some changes within their living memory (including aspects of national life where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Make simple observations about different people, events, beliefs and communities.</li> <li>▶ Use sources to answer simple questions about the past.</li> <li>▶ Identify some of the basic ways in which the past can be represented.</li> <li>▶ Choose parts of stories and other sources to show what they know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe special or significant events.</li> <li>▶ Retell simple stories or events from the past.</li> <li>▶ Use simple historical terms.</li> </ul>
	Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication

## Expectations in Music

Year 1	<ul style="list-style-type: none"> <li>▶ Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes.</li> <li>▶ Perform with confidence cumulative songs (<i>songs with a simple melody that changes each verse</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand how sounds can be made in different ways and described using given and invented signs and symbols.</li> <li>▶ Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Experiment with creating and copying musical patterns.</li> <li>▶ Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Begin to explore their feelings about music using movement, dance and expressive language.</li> <li>▶ Develop an understanding that music has been composed throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.</li> <li>▶ Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.</li> </ul>
	Performing	Listening and Reviewing	Creating and Composing	Understanding and Exploring	Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)

Expectations in Physical Education

<p>Year 1</p>	<p>▶ Perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none"> <li>○ Travelling skills.</li> <li>○ Sending skills.</li> <li>○ Receiving skills.</li> </ul> <p>▶ Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p>	<p>▶ Examples of FMS may include:</p> <ul style="list-style-type: none"> <li>○ Travelling skills - running, hopping, skipping.</li> <li>○ Sending skills – rolling, kicking, throwing.</li> <li>○ Receiving skills - catching.</li> </ul>	<p>▶ Apply a simple tactic in a 1V1 or 2V2 net type game.</p> <p>▶ Engage in simple competitive and cooperative activities.</p>	<p>▶ Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (for example gymnastic activities).</p> <p>▶ Choose appropriate movements for different dance ideas and repeat short dance phrases.</p>	<p>▶ Describe what they have done or seen others doing.</p>
	<p>Developing Skills</p>	<p>Examples of Skills</p>	<p>Application of Skills: Attacking and Defending Strategies</p>	<p>Application of Skills: Linking Actions and Sequences of Movement</p>	<p>Evaluating Success</p>