

## **Mathematics – Number and Place Value**

### **Number and place value**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals.
- Count in multiples of 2s, 5s and 10s.
- Given a number, identify 1 more and 1 less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Read and write numbers from 1 to 20 in numerals and words.

### **Addition and subtraction**

- Read, write and interpret mathematical equations involving addition (+), subtraction (–) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including 0.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

### **Multiplication and division**

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### **Fractions**

- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.



## **Mathematics – Geometry and Measures**

### **Measures**

- Compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [for example, heavy/light, heavier than, lighter than]
  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
  - recognise and know the value of different denominations of coins and notes
  - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] .
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### **Measures**

- Recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### **Position and movement**

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

# End of Year Expectations for Year 1



The following leaflet outlines the national expectations for children in Year 1 by the end of the academic year for reading, writing and mathematics. The expectations are from the National Curriculum. More information on the National Curriculum can be found [here](#).



**Kilburn  
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## Reading

### Comprehension

- Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
- Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
- Recognise and join in with predictable phrases in poems and stories.
- Relate reading to own experiences.
- Appreciate some rhymes and poems; recite some by heart.
- Discuss the meanings of new words, linking them to words already known.
- Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
- Re-read to correct if reading does not make sense.
- Re-tell with considerable accuracy.
- Discuss significance of title and events.
- Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.
- Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
- Read with pace and expression, i.e. pause at full stop; raise voice for question
- Know difference between fiction and non-fiction texts.
- Participate in discussion about what is read to them, taking turns and listening to others i.e. what they like or dislike about the story.
- Explain clearly their understanding of what is read to them.



## Reading

### Phonics

- Be secure with all 40+ sounds learnt, including alternative sounds.
  - Apply phonic knowledge to read familiar and unfamiliar words using the 40+ sounds learnt.
  - Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
  - Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
- ✚ Children will also take a phonics screening check at the end of the academic year. The phonics screening check is a light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help so they are given support by their school to improve their reading skills. More information will be available during the phonics workshop.

### Writing - Transcription

### Spelling

- Spell words containing each of the 40+ sounds learnt so far. Most words can be read.
- Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.
- Spell most common exception words in the Reception and Year 1 spelling appendix.
- Recognise and spell a set of simple compound words, e.g. snowman, laptop.
- Understand the difference between singular and plural. Add suffixes -s and -es to words e.g. cats, witches, catches.
- Name the letters of the alphabet in order.

### Handwriting

- Read and write the capital letter form of each letter.
- Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.
- Most letters sit on the line correctly.

## Writing - Composition

### Structure and Purpose

- Compose sentences orally before writing; talk about where the sentence begins and ends.
- Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.
- Compose orally and write simple poems.
- Re-read writing to check it makes sense.
- Discuss own writing with others; make simple changes where suggested.

### Vocabulary, grammar and punctuation

- Write sentences which can be clearly read and understood by others.
- Use 'and' to join words and clauses. Begin to use other conjunctions to join sentences e.g. so, but.
- Use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
- Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
- Sometimes include adjectives for description.
- Begin to use some features of Standard English e.g. 'I went' instead of 'I goed'.

### Speaking and Listening

- Talk clearly and loudly enough to be understood by others.
- Listen attentively to others and respond appropriately.
- Take turns when speaking without interrupting others.

