

Maths

Number 1 can count to and across 100 forwards and backwards, beginning with 0 or 1 or from any given number.

Number 1 can count, read & write nos to 100 in numerals. I can count in multiples of 2s, 5s and 10s.

Number Given a number, I can identify one more and one less.

Number I can identify and represent numbers using objects and pictorial representations including the number line. I can use the language of equal to, more than, less than (fewer), most and least.

Number I can read and write numbers from 1 to 20 in numerals and words.

Number I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Number I can represent and use number bonds and related subtraction facts within 20.

Number I can add and subtract one-digit and two-digit numbers to 20, including zero.

Number I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as $7 = \quad - 9$.

English

I can write phonetically plausible words including phase 3 digraphs and phase 4 blends.

I can sometimes use phase 5 digraphs.

I can spell many common exception words correctly.

I can add s to make a plural

En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly.

En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place.

En1/3.3a write sentences by saying out loud what they are going to write about.

I can sequence sentences to form a short narrative.

I can reread my work to check it makes sense.

I can read my work to an adult and discuss it with them.

I leave space between words.

I can combine two sentences using the word and.

I can use a capital letter to start a sentence.

I can use a full stop to end a sentence.

I can use ?

using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

En1/2.1a apply phonic knowledge and skills as the route to decode words

Know most phase 5 sounds and respond speedily for all phase 2 and 3 sounds

En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Read 3 quarters of the Year 1 common exception words

Read words containing taught GPCs and -es and -ed endings

Read words of 2 or 3 syllables that contain taught GPCs

En1/2.1g read words with contractions, and understand that the apostrophe represents the omitted letter(s)

Building Bridges

WOW events!

Scrapstore workshop

PSHCE

1. To understand constitutes a healthy lifestyle and a healthy diet.
2. To understand that people and other living things have needs and their responsibility to meet them.
3. To recognise ways that we can help the environment.

Music

KSI I can use my voice expressively by singing songs and speaking chants and rhymes.

KSI I can play tuned and untuned instruments musically.

KSI I can listen with concentration and understanding to a range of high-quality live and recorded music.

KSI I can make and combine sounds using the inter-related dimensions of music.

RE

- 1.2 I can listen to creation stories from holy books of different faiths
- 1.2 I can reflect on a variety of creation stories
- 1.2 I can say why the world is a special place for faith members
- 1.2 I can say why I think the world is a special place
- 1.2 I can say how religious people treat the world with respect
- 1.2 I can talk about ways that everyone can play their part in caring for the world
- 1.2 I can retell a faith story
- 1.2 I can say what they think a faith story means for the believer
- 1.2 I know which faith a story comes from
- 1.2 I can say why the story is important to the faith member

Physical Education

I can master basic movements such as running, jumping, throwing and catching. I can develop balance, agility and co-ordination and begin to apply these in a range of activities.

I can participate in team games, developing simple tactics for attacking and defending.

I can perform dances using simple movement patterns.

Computing

I can understand what algorithms are and how they are implemented as programs on digital devices.

I can understand that programs execute by following a sequence of instructions.

KSI I can write and test simple programs

Geography

KSI I can use basic geographical vocabulary to refer to key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

KSI I can use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office and shop.

History

KSI I can understand significant historical events, people and places in my locality.

History Skills I remember parts of stories and memories about the past

History Skills I am beginning to identify and recount some details from the past from sources (eg. pictures, stories).

History Skills I can find answers to simple questions about the past from sources of information (eg. pictures, stories).

History Skills I can show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).

Art

KSI I can use a range of materials to design and make products.

KSI I can using drawing, painting and sculpture to share my ideas, experiences and imagination.

Design Technology

KSI I can use my knowledge of existing products to come up with ideas.

KSI I can design purposeful, appealing and functional products using a range of basic tools.

KSI I can talk about my ideas and how it works. I can talk about who the product is for and how they can be improved.

KSI I know that all food comes from plant and animals.

KSI I know that food has to be farmed, grown elsewhere or caught.

KSI I know that everyone should eat at least five portions of fruit and vegetables everyday.

KSI I know how to prepare simple dishes safely and hygienically without using a heat source.

Science

Working Scientifically I can ask simple questions.

Working Scientifically I can observe closely, using simple equipment.

Working Scientifically I can perform simple tests.

Working Scientifically I can identify and classify.

Working Scientifically I can use my observations and ideas to suggest answers and questions.

Everyday Materials I can distinguish between an object and the material from which it is made.

Everyday Materials I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

Everyday Materials I can describe the simple physical properties of a variety of everyday materials.

Everyday Materials I can compose and group together a variety of everyday materials on the basis of their simple physical properties.

Everyday Materials Explain the material that an object is made from