



English

Writing

discuss and read aloud my writing clearly enough to be heard by my peers and the teacher.

sequence sentences to form short narratives.

understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

use letter names to distinguish between alternative spellings of the same sound.

punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Punctuation

Use finger spaces between words

Use capital letters & full stops to mark sentences

Use question mark, Did you know...?

Reading

discuss the significance of the title and events.

learn to appreciate rhymes and poems, and to recite some by heart.

make inferences based on what is being said and done.

participate in discussion about what is read to me, taking turns and listening to what others say.

check that a text makes sense and correct inaccurate reading.

Maths

I can read all numbers in numerals and words to 20.

I can write all numbers in numerals and words to 20.

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

I can measure and begin to record lengths and heights.

I can measure and begin to record mass/weight.

I can measure and begin to record capacity and volume

I can compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).

I can compare, describe and solve practical problems for mass/weight (e.g. heavy/light, heavier than, lighter than).

I can compare, describe and solve practical problems for capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter)

Spelling

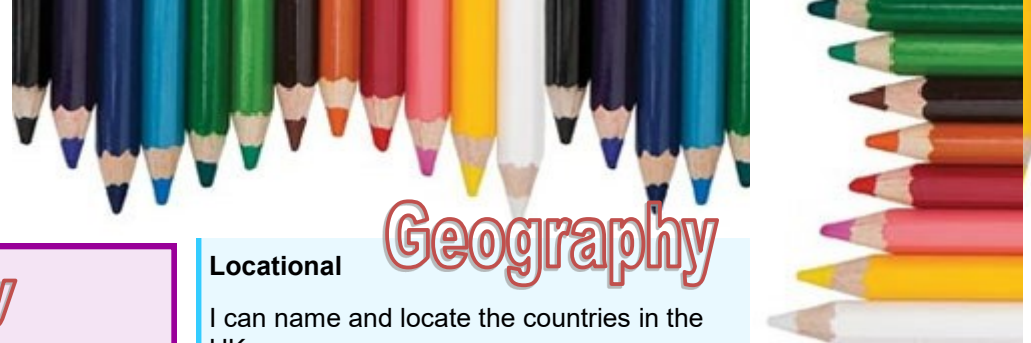
I can spell words containing each of the 40+ phonemes already taught.

I can add prefixes and suffixes:

I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

using the prefix un-.

I can use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].



Art

To distinguish between textures.
To create rubbings of different textures and patterns.
To recreate patterns in print and malleable materials.
To cut, roll and coil materials.

Music

Singing

I can sing a wide range of call and response songs.

Listening

I can change with the speed of the beat as the tempo of the music changes.

Composing

I can create musical sound effects and short sequences of sounds.

Performing

I can create, retain and perform my own word-pattern chants and rhythm patterns.

Musical Notation

I can explore and invent my own symbols to represent sounds.

PSHE

I know the importance of not keeping any secret that makes me feel uncomfortable, anxious or afraid.

I can judge what kind of physical contact is acceptable, comfortable, and unacceptable and know how to respond.

I know how information is shared and used online.

I understand how household products, including medicines can be harmful if not used properly.

I know about the special people that work in our community, how they protect us and what to do in an emergency.

I know how to respond to the feeling of others.

History

Historical Chronology

I can sequence events about my own life.

Historical Concepts

I can explain how my local area was different in the past.

Historical Interpretation

I can give examples of things that are different in my life from that of my grandparents when they were young.

Historical Enquiry

I can find out something about the past by talking to an older person.

Historical Communication

I can research the life of someone who used to live in my city using the Internet and other sources to find out about them.

Geography

Locational

I can name and locate the countries in the UK.

Place

I can locate Liverpool/Manchester on a map.

I can tell someone my address.

Human/Physical

I can identify the human and physical features on my locality. (Rivers, monuments, roads).

I can name key features associated with a city e.g. detached house, semi-detached.

Skills/fieldwork

I can use maps and atlases to identify where I live.

Design Technology

Design

I can identify free-standing structures and explain how they are freestanding.

I can identify similarities and differences in free-standing structures.

Make

I can experiment with different assembly techniques for strength and stability.

I can create a free-standing structure to meet a brief.

Evaluate

I can evaluate how effective my free-standing structure was and explain why it is good and or how it can be better.

Technical Knowledge

I can make a free-standing structure stronger, stiffer and more stable.

Year 1 Spring

Computing

To explain what a given command will do.

To act out a given word.

To combine 'forwards' and 'backwards' commands to make a sequence.

To combine four direction commands to make sequences.

To plan a simple programme.

To find more than one solution to a problem.

RE

I can talk about my friends and why I like them.

I can recall and talk about a religious story where Jesus showed friendship.

I can talk about how Jesus was a good friend and begin to link this to how Christians can be a good friend.

I can begin to explore and talk about when Jesus may have found it tricky to show friendship.

I can re-enact Palm Sunday and recall parts of the Easter story.

I can recognise some symbols of the Easter Story and begin to talk about what they represent.

I can talk about who is special to me and why?

Through the exploration of the Easter Story I can talk about why Jesus is special to Christians.

I can talk about how the welcome Jesus received on Palm Sunday shows he is special.

PE

I can return a ball after it bounces.

I can send an object with increased confidence using my hand or a racket.

I can identify space to send an object into.

I can score points against a player by hitting the object over a line.

I can move around a space whilst balancing an object .

I can dodge a player.

I can move into space showing an awareness of defenders.

I can catch a ball after it has bounced.

I can pass a ball in different ways.

I can move towards a goal with a ball.

I can move around the room safely.

I can control my body whilst travelling.

I can control my body whilst balancing.

I can travel in different ways.

I can balance in different ways.

I can move on and off apparatus safely.

Science

Scientific Knowledge

I can identify a variety of everyday materials.

I can distinguish between an object and what it is made from.

I can describe simple properties of everyday materials.

I can group and compare materials based on their properties.

Working Scientifically

I can perform simple tests.

I can ask simple questions and recognise they can be answered in different ways.

MFL

Speaking

I can name and describe fruit using colour adjectives.

I can ask a question

I can answer a question with a single word.

Listening

I can listen to new words and respond with an action.

Year 1 Spring