



English

Writing

I can spell common exception words.
I can apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
I can re-read what I have written to check that it makes sense.
I can form digits 0-9.
I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
I know the grammar for year 1 in English Appendix 2.

Reading

I can discuss word meanings, linking new meanings to those already known.
I can link what I read or hear to my own experiences.
I can predict what might happen based on what has been read so far.
I can draw on what I already know (vocab and background information) to understand a book's meaning.
I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
I can match all 40+ graphemes to their phonemes.
I can read words which start with un-.
I can read words with contractions and understand that the apostrophe represents the missing letters.
I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Speaking and Listening

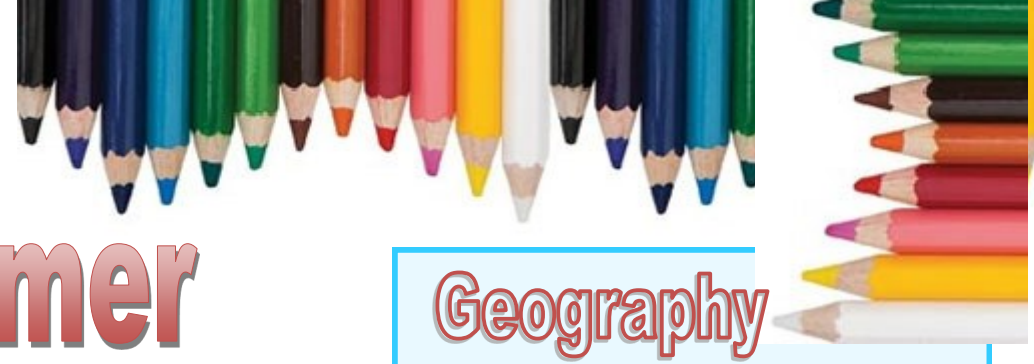
I speak clearly and confidently in front of people in my class.
I can re-tell a well-known story and remember the main characters.
I can speak audibly and fluently with an increasing command of standard English
I can consider and discuss other people's point of view.

Maths

I can measure and begin to record time (hours, minutes, seconds).
I can tell the time to o'clock and half past the hour.
I can draw the hands on a clock face to show the time to the hour and half past the hour.
I can sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).
I can recognise and use language relating to dates, including days of the week, weeks, months and years.
I can name the days of the week and months of the year.
I can compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later).
I can count reliably to 100.
I can say the number that is one more or one less than a number to 100.
I can count on and back in 1s, 2s, 5s and 10s from any given number to 100.
I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support.
I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.
I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
I can recognise all coins.
I know the value of different denominations of coins and notes.
I can describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Spelling

I know the sounds /f/, /l/, /s/, /z/ and /k/ when spelt ff, ll, ss, zz and ck
I can understand the division of words into syllables
I can spell words containing the nk grapheme
I can spell words containing the -tch spelling
I can add the prefix -un
I can spell compound words
I can spell common exception words
I can use k for the /k/ sound



Art

To draw lines of different sizes, thicknesses and describe the line that I have produced.

To colour within the lines.

To consider the feelings of people in drawings.

To create tones of colour using pencil crayon.

Year 1 Summer

PSHE

I understand how the time spent online and on electronic devices can affect my physical activity and rest.

I understand how to look after my teeth.

I understand what contributes to a healthy meal

I know how to stay safe in the sun and how to reduce the risk of sun damage.

I know how some diseases are spread and controlled.

I understand what a healthy life-style is.

History

Historical Chronology

I can put up to five objects/events in chronological order (recent history).

Historical Concepts

I can name and explain how a famous person has helped our lives be better today.

Historical Interpretation

I can explain the change they made to the world and how their actions effect my life.

Historical Enquiry

I can ask and answer questions related to why we remember Florence Nightingale and Edith Cavell.

Historical Communication

I can find out more about a famous person from the past and carry out some research on him or her.

Geography

Locational

I can name and locate Jamaica on a map.

Place

I can describe Jamaica and the UK using words and pictures.

Human/physical

I can compare the human and physical features of Jamaica and the UK.

Skills/fieldwork

I can use maps, atlases or globes to identify land, oceans and rivers.

Music

Singing

I can sing simple songs, chants and rhymes from memory.

Listening

I can listen and compare high and low sounds.

Composing

I can understand the difference between creating a rhythm pattern and a pitch pattern.

Performing

I can perform short repeating rhythm patterns while keeping in time with a steady beat.

Design Technology

Design

I can taste different fruit and vegetables and describe their taste, appearance and smell.

I can design a product to match a brief.

Make

I can use a knife safely to prepare fruits and vegetables.

Evaluate

I can evaluate my product and explain what I like/dislike.

I can suggest ways to improve my product.

Technical Knowledge

I can explain where different fruits and vegetables come from.



Computing

To describe what different freehand tools do
To use the shape tool and the line tools
To make careful choices when painting a digital picture
To explain why I chose the tools I used
To use a computer on my own to paint a picture
To compare painting a picture on a computer and on paper
To label objects.
To identify that objects can be counted .
To describe objects in different ways.
To count objects with the same properties.
To compare groups of objects.
To answer questions about groups of objects.

RE

I am beginning to understand and explore Judaism and related religious practices.
I can talk about Shabbat and what practices are involved.
I can talk about why Shabbat is important to Jewish children.
I can talk about why a Jewish child celebrates Shabbat.
I can tell you about a special day to me and talk about food I would like to share in a special meal.
I am building my knowledge and understanding of the Jewish religion.
I can say how it feels to say sorry and what I have said sorry for.
I can begin to understand and talk about Rosh Hashanah or Yom Kippur and their significance/importance to Jewish people.
I can begin to talk about Jewish practices linked to Rosh Hashanah or Yom Kippur.

Science

Scientific Knowledge

I can name the different animal groups and common animals in each group.

I can identify and name a variety of carnivores, herbivores and omnivores.

I can name different parts of the body and say which part is associated with each sense.

I can describe and compare the structure of a variety of common animals.

Working Scientifically

I can identify and classify.

I can use observations to suggest answers to questions.

PE

I can throw and catch a ball.
I can stop a rolling ball and retrieve a ball.
I can strike a ball.
I can score points in a game.
I can follow simple rules in a game.
I can communicate with other team members.
I can use a basic map to find symbols and shapes.
I can copy and demonstrate movement patterns in a sequence.
I can travel in different ways.
I can copy actions and movements.
I can move safely and creatively in a space.
I can create basic movements relating to feelings/ key words.
I can demonstrate a clear starting and finishing position.
I can talk about my performance .

MFL

Speaking

I can speak aloud familiar words or short phrases in chorus (days and months)
I can answer a question with a short phrase.

Listening

I can identify familiar words in a song or rhyme

Year 1 Summer