

<p>Literacy</p> <p>I can use my phonic knowledge to decode words and blend sounds and recognise at least 30 common exception words</p> <p>I can read words with -s and -ing endings</p> <p>I show fluency and confidence when rereading known texts</p> <p>I am motivated to read independently</p> <p>I can make links between books I have read and heard, saying how a character might feel, retelling traditional stories and fairy tales and discussing the significance of titles and events</p> <p>I can identify words I do not understand</p> <p>I can explain what is read to me and listen to and discuss poems, stories and fiction that is at a level beyond what I can read independently</p> <p>I can recite simple rhymes</p> <p>I can say out loud what I am going to write about with support</p> <p>I can write meaningful words, phrases and statements about my own experience, beginning to sequence into narratives, using words, phrases and single-clause sentences</p> <p>I can read my writing back to an adult with support and prompting and I can identify if my writing makes sense</p> <p>I sometimes use coordinating conjunctions like 'and' to join words and phrases</p> <p>I leave spaces between words</p> <p>I can use some correct grammar terminology to discuss my writing, eg letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>I am beginning to punctuate sentences using capital letters, full stops, question marks or exclamation marks and capital letters</p> <p>I can use the spelling rules for Year 1 accurately, including adding s and es to words (plural of nouns and the third person singular of verbs).</p> <p>I can hold a pencil correctly and form some lower-case, capital letters and some single-digit numbers correctly, writing letters using anti-clockwise movements.</p>	<p>The Arts/Music</p> <p>I can use colour wheels to mix different tones of primary colours and create lighter/darker/warmer/cooler secondary colours</p> <p>I can use scissors and other tools accurately to fold cut and stick various materials</p> <p>I can talk about how creating my own art makes me feel</p> <p>I can adapt my facial expressions to show character emotions in drama</p> <p>I can copy and explore basic movements and body patterns in dance</p> <p>I can listen and copy short phrases with my voice</p> <p>I can follow simple actions and musical instructions</p> <p>I can discuss musical ideas in pairs and feedback to the class</p> <p>I can read musical notation of quavers</p> <p>I can explore creating different types of sounds with untuned percussion</p>	<p>Maths</p> <p>I can count to at least 50, forwards and backwards, in ones, beginning with 0 or 1 or from any given number , count forwards and backwards in twos to 20, count forwards and backwards in tens from 0 to 100</p> <p>I can read and write numbers in numerals to 50, in words to 10 and match to the numerals</p> <p>Given a number between 1 and 50, I can identify one more and one less, identify and represent numbers to at least 50 using objects, structured apparatus and number lines/tracks, recognise place value in teen numbers using practical apparatus, use the language of equal to, more than, less than (fewer) when comparing numbers/sets of objects to 50, use ordinal numbers up to 'tenth'</p> <p>I can use addition (+), subtraction (-) and equals (=) signs to record work, add two one-digit numbers, including 0, crossing the tens boundary, using apparatus e.g. a number track to count on, subtract a one-digit number, including 0, from a one digit number or a teens number using apparatus</p> <p>I can recall some number bonds and related subtraction facts to 10 I can count repeated groups of two and ten in practical contexts, use doubling facts for numbers up to double 6, use halving facts for numbers up to half of 12, share and group sets of objects, in practical contexts, to at least 12, begin to use arrays to support grouping and sharing, recognise, find and name a half (but not using fraction notation) as one of two equal parts of an object or shape, find half of a number/set of objects with numbers to 12 using practical resources, compare and describe using direct comparison and comparative language: mass/weight and capacity, compare, describe and measure using non-standard units: lengths and heights, mass/weight and capacity, tell the time to the hour using an analogue clock, recognise and know the days of the week and months of the year, sequence the events of a day in chronological order using appropriate language such as before, after, next, morning, afternoon, today, tomorrow and yesterday.</p> <p>I can recognise and know the value of different denominations of coins to 50p, recognise and name common 2-D shapes in different orientations and sizes such as circle, triangle, square and rectangle, recognise and name common 3-D shapes such as cuboid, cube, pyramid, sphere, cone and cylinder, recognise and create simple repeating patterns with shapes, use the language of position, direction and movement, such as forwards/backwards, respond to and use terms such as first, second, third...tenth, make whole and half turns in practical contexts</p> <p>I can solve puzzles, problems and reason about mathematical problems</p>
<p>Computing</p> <p>I can create and test an algorithm to move blocks from one bowl to another</p>	<div data-bbox="840 694 1288 869" data-label="Image"> </div> <p>Year 1 Curriculum Map Spring Term Topic: Buildings and Toys Skyscraper Workshop with Paul 14th January</p>	<p>Geography</p> <p>I can compare aspects of life in different periods through old and new buildings</p> <p>I understand geographical similarities and differences through studying the human geography of the local area</p> <p>I can use basic geographical vocabulary to refer to city, town, factory, farm, house, office, shop, flat</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
<p>Science/Technology</p> <p>I can identify and classify different materials, use observations and ideas to suggest answers to questions</p> <p>I can distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock and describe the simple physical properties of a variety of everyday materials can compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>I can ask simple questions and recognize that they can be answered in different ways, observing closely and using simple equipment</p> <p>I can perform simple tests</p>		<p>RE/PSHE</p> <p>What does it mean to belong to Christianity or to be a Muslim?</p> <p>I can talk about groups I belong to and why some groups are special. I can talk about how Christians show they belong to Christianity and how Muslims show they belong to Islam. I can talk about how some children belong to Christianity and what it means to be a Muslim.</p>
	<p>History</p> <p>I can compare aspects of life in different periods</p> <p>I can use sources to show that I know and understand key features of the past</p>	