

Dereham Church Infant and Nursery School Year 1 Objectives

English Objectives:

Speaking and Listening:

*listen and respond appropriately to adults and their peers, *ask relevant questions to extend their understanding and knowledge, *use relevant strategies to build their vocabulary, *articulate and justify answers, arguments and opinions, *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments, *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, *speak audibly and fluently with an increasing command of Standard English, *participate in discussions, presentations, performances, role play, improvisations and debates, *gain, maintain and monitor the interest of the listener(s), *consider and evaluate different viewpoints, attending to and building on the contributions of others, *select and use appropriate registers for effective communication.

Drama:

*use language and actions to explore and convey situations, characters and emotions. *create and sustain roles individually and when working with others, *comment constructively on drama they have watched or in which they have taken part.

Reading – word reading:

*apply phonic knowledge and skills as the route to decode words, *respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes, *read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, *read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, *read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings, *read other words of more than one syllable that contain taught GPCs, *read words with contractions and understand that the apostrophe represents the omitted letter(s), *read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words, *re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

*listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, *be encouraged to link what they read or hear read to their own experiences, *become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, *recognise and join in with predictable phrases, *learn to appreciate rhymes and poems, and to recite some by heart, *discuss word meanings, linking new meanings to those already known, *draw on what they already know or on background information and vocabulary provided by the teacher, *check that the text makes sense to them as they read and correct inaccurate reading, *discuss the significance of the title and events, *make inferences on the basis of what is being said and done, *predict what might happen on the basis of what has been read so far, *participate in discussion about what is read to them, taking turns and listen to what others say, *explain clearly their understanding of what is read to them *explain and comment on the writer's use of language. *identify and comment on writers' purposes and viewpoints, *relate texts to their social, cultural and historical traditions.

Writing – transcription

Spell: *words containing each of the 40+ phonemes already taught, *common exception words, *the days of the week *name the letters of the alphabet. *Use letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes, *use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs, *use the prefix un-, *use –ing, –ed, –er and –est where no change is needed in the spelling of root words, *apply simple spelling rules and guidance, as listed in English Appendix 1, *write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Handwriting: *sit correctly at a table, holding a pencil comfortably and correctly, *begin to form lower-case letters in the correct direction, starting and finishing in the right place, *form capital letters, *form digits 0-9, *understand which letters belong to which handwriting 'families' and to practise these.

Writing – composition

write sentences by: *saying out loud what they are going to write about, *composing a sentence orally before writing it, *sequencing sentences to form short narratives, *re-reading what they have written to check that it makes sense, *discuss what they have written with the teacher or other pupils, *read aloud their writing clearly enough to be heard by their peers and the teacher, *explore writing through a range of genres, *identify features of text and replicate these when writing

Writing – vocabulary, grammar and punctuation

*leave spaces between words, *join words and join clauses using and other conjunctions *begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, *use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I', *learn the grammar for year 1 in English Appendix 2, *use the grammatical terminology in English Appendix 2 in discussing their writing, *use adjectives

Mathematics Objectives:

Problem Solving, Fluency and Reasoning

*Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution.

*Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures.

*Describe simple patterns and relationships involving numbers and shapes.

*Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures.

Number – 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 twos, fives and tens, *given a number, identify one more and one 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.

Number – addition and subtraction

*read, write and interpret mathematical statements 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 zero, *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Number – 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.

Number – fractions

*recognise, find and name a half as one of two equal parts of an object, shape or quantity, *recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

*compare, describe and solve practical problems for: *lengths and heights, *mass/weight, *capacity and volume, *time

*measure and begin to record the following: *lengths and heights, *mass/weight, *capacity and volume, *time

*recognise and know the value of different denominations of coins and notes, *sequence events in chronological order using language, *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.

Geometry – properties of shapes

*recognise and name common 2-D and 3-D shapes, including: *2-D shapes, *3-D shapes

Geometry – position and direction

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

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Science

*collect evidence, *ask questions *use first-hand experience and simple information sources, *make predictions, *communicate what happened,*make simple comparisons and identify simple patterns, *compare what happened with what they expected would happen,

Plants:*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees *identify and describe the basic structure of a variety of common flowering plants, including trees *observe and describe how seeds and bulbs grow into mature plants *find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Everyday materials: *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 *describe the simple physical properties of a variety of everyday materials *compare and group together a variety of everyday materials on the basis of their simple physical properties. *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses *find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Habitats: different habitats provide for the basic needs of different kinds of animals and plants, *identify and name a variety of plants and animals in their habitats,

Animals: *compare the structure of a variety of common animals, *identify parts of the human body, *senses *notice that animals have offspring,

Art and Design

- *use a range of materials creatively to design and make products
- *use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- *develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- *learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Physical Education

- *master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- *participate in team games, developing simple tactics for attacking and defending □ perform dances using simple movement patterns.

History

- *changes within living memory
- *events beyond living memory that are significant nationally or globally
- *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- *significant historical events, people and places in their own locality.

Design Technology

- *design purposeful, functional, appealing products for themselves and other users based on design criteria
- *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- *select from and use a range of tools and equipment to perform practical tasks
- *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- *explore and evaluate a range of existing products
- *evaluate their ideas and products against design criteria
- *build structures, exploring how they can be made stronger, stiffer and more stable
- *explore and use mechanisms

Computing

- *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- *create and debug simple programs
- *use logical reasoning to predict the behaviour of simple programs
- *use technology purposefully to create, organise, store, manipulate and retrieve digital content
- *recognise common uses of information technology beyond school
- *use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Geography

- *name and locate the seven continents and five oceans
- *name, locate and identify characteristics of the four countries and capital cities of the UK and its seas
- *understand geographical similarities and differences of a small area of the United Kingdom and a contrasting non-European country
- *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world
- *use basic geographical vocabulary to refer to: key physical features and key human features,
- *use world maps, atlases and globes
- *use simple compass directions and locational and directional language to describe the location of features and routes on a map

Music

- *use their voices expressively and creatively by singing songs and speaking chants and rhymes
- *play tuned and untuned instruments musically
- *listen with concentration and understanding to a range of high-quality live and recorded music
- *experiment with, create, select and combine sounds using the inter-related dimensions of music.

Religious Education

Learning about religion and belief:

- *explore a range of religious stories and sacred writing, talk about meanings
- *name and explore celebrations
- *identify the importance for some people of belonging to a religion
- *explore how religious beliefs and ideas, and those of worldviews, can be expressed through the creative and expressive arts
- *identify and suggest meanings for religious symbols

Learning from religion and belief:

- *reflect on and consider religious and spiritual feelings, experiences and concepts.
- *ask and respond imaginatively to questions
- *identify what matters to them