

## Numeracy

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

Read and write numbers to 100 in numerals, count in multiples of 2,5 or 10.

Identify 1 more or 1 less from a given number.

Identify and represent numbers using objects and pictorial representations including a numberline. Use the language of equal to, more than, less than, most, least, fewer.

Read and write mathematical statements involving addition (+) and subtraction (-) and equals (=).

Learn and use addition and subtraction number bonds to 20.

Add and subtract 1 digit and 2digit (to 20 including a 0)

Solve one step problems that involve addition and subtraction. and missing number problems.

Solve one step problems involving multiplication and division using mathematical equipment, pictorial representations and arrays (with the support of the teacher).

Recognise, find and name  $\frac{1}{2}$  as one of two equal parts. Recognise, find and name  $\frac{1}{4}$  as one of four equal parts.

## Numeracy

Compare, describe and solve practical problems for length/height (using long/short, longer/shorter, tall/short, double/half).

Mass or weight (using heavy/light, heavier than, lighter than).

Capacity/volume (using full/empty, more than, less than, quarter)

Time (quicker, slower, earlier, later)

Measure and record

Lengths and heights, mass/weight, capacity/volume, time (hours, minutes and seconds).

Recognise and know that value of different denominations of coins and notes.

Sequence events in a chronological order using language such as before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Recognise and use language relating to dates including days, weeks, months and years.

Tell the time to the hour and half past the hour.

Recognise and name common 2D (rectangles, squares, circles and triangles) and 3D shapes (cubes, cuboids, pyramids and spheres).

Describe position, direction and movement including a quarter, half and three quarter turns.

## Basic Skills



Wood Lane Primary School

## Year One

Dare to Dream, Believe and Achieve!

## Spoken language

This is a fundamental skill in literacy. We listen we speak before learning to read or write.

### In relation to talking **TO** others :

Be able to express feelings and ideas when speaking about matters of interest

Talk in a way that is audible and intelligible to their peers

Show some awareness of the listener by adjusting their spoken language and use appropriate body language

### In relation to talking **WITH** others:

Listen attentively and engage with the speaker

Take turns to speak when in a small group situation or with a partner

Listen to what others in the group may suggest and then say what they agree with

## Reading

Apply phonic knowledge and skills started in Reception.

Respond quickly with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes.

Read all common exception words and words of more than one syllable including words that end with s, es, ing, ed, er or est and words with contractions (I'm)

Read aloud accurately books that are consistent with their developing phonic knowledge and then re-read these books to build their fluency and confidence.

Pupils should begin to develop pleasure in reading, motivated to read and have the vocabulary and understanding of text by:

- Listening to and discussing a wide range of poems, stories and non-fiction.
- Being encouraged to link what they read or hear being read to their own experiences.
- Becoming familiar with key stories such as fairy tales, and traditional tales retelling them and looking at their characteristics and joining in with predictable phrases.
- Drawing on what they already know or on background information and vocabulary.
- Checking that the text makes sense to them as they read.
- Discussing the significance of the title and the events in the story and making inferences of what is being said or done. Children are encouraged to make predictions about the text.
- Participating in discussion about what is read to them, taking turns and listening to the opinions of others.
- Being encouraged to explain their understanding of what is read to them.

## Writing

Children will be taught to spell words containing each of the 40+ phonemes, common exception words, days of the week.

Name all the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.

Add prefixes (un) and suffixes (ing, er, ed, est) to words

Write from memory a simple sentence dictated by the teacher.

Pupils will be taught to 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 to make sure their writing makes sense.
- Discuss their writing with the teacher or other pupils. Read out aloud to their peers.

Pupils will be taught about finger spacing between words, and begin to use punctuation such as capital letter and full stop, question mark or exclamation mark.

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

The children will learn to join sentences using and.