St Peter's C.E

Swinton

My Year One Journey

St Peter's Learning Journey

This booklet provides information for parents and carers on the end of year expectations for children in our school.

All the objectives will be covered throughout the year and will be the focus of direct teaching. Any support you can provide in
helping your child to achieve these is greatly appreciated.

Please find below an overview of the Year One topics for this year.

Autumn 1	**Superhero Me!**
Autumn 2	**Polar Explorers**
Spring 1	**Happily Ever After**
Spring 2	**Lowry vs Banksy (Perfect pets)**
Summer 1	**Man on the Moon**
Summer 2	**African Adventure**

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

HOME-SCHOOL AGREEMENT

1. The Parent/Guardian will:

See that my child goes to school regularly, on time, properly equipped and prepared to learn
Make the school aware of any concerns or problems that might affect my child's work or behaviour
Support the school's policies (all major policies are highlighted in the prospectus, available on the website – www.stpetersswinton.co.uk – or can be requested in paper form upon from the school office)
Support the school's behaviour expectations and guidelines
Support my child by providing opportunities for home-learning
Attend parents' evenings and discussions about my child's progress
Get to know about my child's life at school
Will not withdraw my child from school during the period of their enrolment except for the reason of illness, or other cause which the Governors consider to be reasonable.

2. The School will:

Care for your child's safety, well-being and happiness
Ensure that your child achieves their full potential as a valued member of the school community
Provide a balanced, stimulating curriculum to meet individual needs and cater for the 'whole' child
Aim for high standards of work and behaviour through building good relationships and developing a sense of responsibility
Keep you informed about general school matters and about your child's progress in particular
Provide a variety of extra-curricular activities
Be open and welcoming.

3. The Pupil will:

Attend school regularly and on time
Bring all the equipment I need every day
Wear the school uniform and be tidy and smartly dressed
Do all my class-work, homework and reading as well as I can
Respect the needs of others and be polite and helpful towards them
Follow the school's behaviour policy
Help to keep the school a safe, happy place.

Thank you for taking the time to work in partnership for the benefit of the children.

Together We Believe, Aspire And Achieve

A Year One Child English

Being a reader

- I can say quickly the sound of all the letters and letter groups.
- I can read new words correctly by blending the letter and letter group sounds I have been taught.
- I can read many common exception words.
- I can read aloud books that use letters and letter groups I have been taught.
- I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.
- I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.
- I can usually spot if a word has been read wrongly by following the sense of the text.
- I can talk about the title and events in books I have read or heard.
- I can say what might happen next in a story.

Being a speaker

- 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 hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

Being a writer

- I can name the letters of the alphabet in order matching the upper and lower case letters.
- I can write the correct spellings in simple sentences I hear my teacher say including common exception words and words with sounds I have been taught.
- I can break down spoken words into their syllables and sounds and spell some correctly.
- I can read my sentence and check that it makes sense.
- I can join my sentences together to make a story.
- I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
- I can use joining words like 'and'.
- I can write lower-case letters in the correct direction, starting and finishing in the right place and say which handwriting family a letter belongs to.
- When writing a sentence I can use finger spaces between words and remember to use capital letters and full stops.

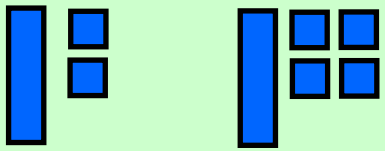
Being a mathematician
Number

- **I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100.**
- **I can count reliably to and past 100, forwards and backwards starting from any number.**
- I can write all numbers in words to 20.
- **I can say the number that is one more or one less than a number to 100.**
- **I can recall all pairs of addition and subtraction number bonds to 20.**
- **I can find and name 1/2 (half) of an object, shape or amount .**
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I know the signs + - =.
- I can solve a missing number problem.

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

A Year One Child Mathematics

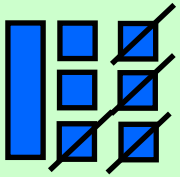
Addition strategies



Children will use practical tens and units when adding.

12 + 14 = 26

Subtraction strategies



Children will use practical tens and units when subtracting.

16 - 4 = 12

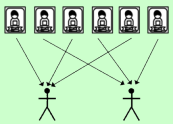
Multiplication strategies

2 groups of 3 are 6 (3 + 3)

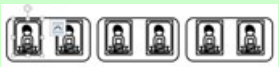
3 groups of 2 are 6 (2 + 2 + 2)

Division strategies

Sharing



Grouping



Being a mathematician
Measurement, geometry & sta-

- I recognise all coins.
- **I recognise and can name the 2D shapes: circle, triangle, square and rectangle.**
- **I recognise and can name the 3D shapes: cuboid, pyramid, sphere.**
- **I can solve problems for:**
  - **length and height by telling which objects are longer or shorter/taller or shorter.**
  - **mass and weight by telling which objects are heavier or lighter.**
  - **capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another.**
- **I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later.**
- I can name the days of the week and months of the year.
- **I can tell the time to o'clock and half past the hour.**

A Year One Child

Being a scientist

Working Scientifically

- Ask simple questions and recognise that they can be answered min different ways.
- Use simple equipment to observe closely.
- Perform simple tests.
- Identify and classify.
- Use his/her observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Animals including Humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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.

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.

Seasonal Changes

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Being a geographer

Geographical Enquiry

- Can they say what they like about their locality?
- Can they sort things they like and don't like?
- Can they answer some questions using different resources, such as books, the internet and atlases?
- Can they think of a few good questions to ask about a locality?
- Can they answer questions about the weather?
- Can they keep a weather chart?

Physical Geography

- Can they tell someone their address?
- Can they explain the main features of a hot and cold place?
- Can they describe a locality using words and pictures?
- Can they explain how the weather changes with each season?
- Can they name key features associated with a town or village, e.g. church, farm, shop, house?

Human Geography

- Can they begin to explain why they would wear different clothes at different times of the year?
- Can they say something about the people who live in hot and cold places?
- Can they explain what they might wear if they lived in a very hot or a very cold place?

Geographical Knowledge

- Can they identify the four countries making up the United Kingdom?
- Can they name some of the main towns and cities in the United Kingdom?
- Can they point out where the equator, north pole and south pole are on a globe or atlas?

Being a historian

Chronological Understanding

- Can they put up to three objects in chronological order (recent history)?
- Can they use words and phrases like: old, new and a long time ago?
- Can they tell me about things that happened when they were little?
- Can they recognise that a story that is read to them may have happened a long time ago?
- Do they know that some objects belonged to the past?
- Can they retell a familiar story set in the past?
- Can they explain how they have changed since they were born?

Knowledge and Interpretation

- Do they appreciate that some famous people have helped our lives be better today?
- Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
- Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past, such as vinyl record?

Historical Enquiry

- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
- Can they answer questions using a artefact/ photograph provided?
- Can they give a plausible explanation about what an object was used for in the past?

Being an artist

Drawing
- Can they communicate something about themselves in their drawing?
- Can they create moods in their drawings?
- Can they draw using pencil and crayons?
- Can they draw lines of different shapes and thickness, using 2 different grades of pencil?

Painting
- Can they communicate something about themselves in their painting?
- Can they create moods in their paintings?
- Can they choose to use thick and thin brushes as appropriate?
- Can they paint a picture of something they can see?
- Can they name the primary and secondary colours?

Printing
- Can they print with sponges, vegetables and fruit?
- Can they print onto paper and textile?
- Can they design their own printing block?
- Can they create a repeating pattern?

Textiles
- Can they sort threads and fabrics?
- Can they group fabrics and threads by colour and texture?
- Can they weave with fabric and thread?

3D
- Can they add texture by using tools?
- Can they make different kinds of shapes?
- Can they cut, roll and coil materials such as clay, dough or plasticine?

Collage
- Can they cut and tear paper and card for their collages?
- Can they gather and sort the materials they will need?

Use of IT
- Can they use a simple painting program to create a picture?
- Can they use tools like fill and brushes in a painting package?
- Can they go back and change their picture?

Knowledge
- Can they describe what they can see and like in the work of another artist?
- Can they ask sensible questions about a piece of art?

A Year One Child

Being a computer user

- I understand the different methods of communication (e.g. email, online forums etc).
- I can use the search engines agreed by the school.
- I can create a series of instructions.
- I can plan a journey for a programmable toy.
- I can create and retrieve digital content.
- I can use a web site.
- I can record sound and play back.
- I can use technology safely.
- I can keep personal information private.

Being a linguist

- I can join in with songs and rhymes.
- I can respond to a simple command.
- I can answer with a single word.
- I can answer with a short phrase.
- I can ask a question.
- I can name people.
- I can name places.
- I can name objects.
- I can use set phrases.
- I can read and understand single words.
- I can copy a simple word or phrase.

Being a designer

Developing, planning and communicating ideas
- Can they think of some ideas of their own?
- Can they explain what they want to do?
- Can they use pictures and words to plan?

Working with tools, equipment, materials and components to make quality products
- Can they explain what they are making?
- Which tools are they using?

Evaluating processes and products
- Can they describe how something works?
- Can they talk about their own work and things that other people have done?

Cooking and Nutrition
- Can they cut food safely?
- Can they describe the texture of foods?
- Do they wash their hands and make sure that surfaces are clean?
- Can they think of interesting ways of decorating food they have made, e.g, cakes?

Textiles
- Can they describe how different textiles feel?
- Can they make a product from textile by gluing?

Mechanisms
- Can they make a product which moves?
- Can they cut materials using scissors?
- Can they describe the materials using different words?
- Can they say why they have chosen moving parts?

Use of Materials
- Can they make a structure/model using different materials?
- Is their work tidy?
- Can they make their model stronger if it needs to be?

Construction
- Can they talk with others about how they want to construct their product?
- Can they select appropriate resources and tools for their building projects?
- Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?

A Year One Child

Being a musician

Performing
- Can they use their voice to speak/sing/chant?
- Do they join in with singing?
- Can they use instruments to perform?
- Do they look at their audience when they are performing?
- Can they clap short rhythmic patterns?
- Can they copy sounds?

Composing including Notation
- Can they make different sounds with their voice?
- Can they make different sounds with instruments?
- Can they identify changes in sounds?
- Can they change the sound?
- Can they repeat (short rhythmic and melodic) patterns?
- Can they make a sequence of sounds?
- Can they show sounds by using pictures?

Appraising
- Can they respond to different moods in music?
- Can they say how a piece of music makes them feel?
- Can they say whether they like or dislike a piece of music?
- Can they choose sounds to represent different things?
- Can they recognise repeated patterns?
- Can they follow instructions about when to play or sing?

PSHEC Themes

- It's our world
- Say No!
- Money Matters
- Fair Trade
- People around us
- Growing up
- Daring to be different
- Dear Diary
- Joining in
- We're all stars
- Be friendly, be wise
- Live long, live strong

RE Themes

- God & Creation
- Harvest – whole school
- Christmas Gifts & Gift Bringers
- Christmas – whole school
- Jesus was special
- Easter celebrating new life
- Holy Week – whole school
- Saints and Followers
- Baptism - Islam/Judaism/Hinduism
- Visit to St Peter's Church – link Baptism

Being a sportsperson

Acquiring and developing skills
- Can they copy actions?
- Can they repeat actions and skills?
- Can they move with control and care?

Evaluating and Improving
- Can they talk about what they have done?
- Can they describe what other people did?

Health and Fitness
- Can they describe how their body feels before, during and after an activity?

Dance
- Can they move to music?
- Can they copy dance moves?
- Can they perform some dance moves?
- Can they make up a short dance?
- Can they move around the space safely?

Games
- Can they throw underarm?
- Can they roll a piece of equipment?
- Can they hit a ball with a bat?
- Can they move and stop safely?
- Can they catch with both hands?
- Can they throw in different ways?
- Can they kick in different ways?

Gymnastics
- Can they make their body tense, relaxed, curled and stretched?
- Can they control their body when travelling?
- Can they control their body when balancing?
- Can they copy sequences and
- repeat them?
- Can they roll in different ways?
- Can they travel in different ways?
- Can they balance in different
- ways?
- Can they climb safely?
- Can they stretch in altered ways?
- Can they curl in different ways?