

Maths

The maths curriculum requires children to be fluent with their key number skills and methods, explain their mathematical understanding using their reasoning skills and use these skills to problem solve. Times tables, along with other key number facts, remain important; children must be quick, accurate and able to apply.

- ◆ Count to and past 100, forwards and backwards starting from any number, reading and writing the numbers to 100 in numerals.
- ◆ Count in jumps of 2, 5 and 10.
- ◆ Identify one more and one less, given a starting number.
- ◆ Use number bonds to 20 and related subtraction facts.
Pairs of numbers that total 20, e.g. $2 + 18$, $10 + 10$, $14 + 6$.
- ◆ Find and name half of an object, shape or amount.
- ◆ Solve problems for length and height by telling which objects are longer or shorter.
E.g. a multiple of 4 could be 8, 12, 48 etc. A factor of 6 could be 1, 2, 3 or 6.
- ◆ Solve problems for mass and weights by telling which objects are heavier or lighter.
- ◆ Solve problems for capacity and volume by telling if a container is empty, half-full or full and if there is more in one container than another.
- ◆ Tell what the time is in hours and half past the hour, drawing these on a clock face.
- ◆ Solve problems for time, saying if something is quicker or slower, earlier or later.
- ◆ Recognise and name common 2D shapes.
Rectangles, squares, circles, triangles.
- ◆ Recognise and name common 3D shapes.
Cuboids, cubes, pyramids, spheres.



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BOREHAM PRIMARY SCHOOL



Friendship School

'Learning and achieving together in a caring and creative environment'

Boreham Primary School Key learning objectives

Year 1

A guide for parents & carers

Reading

These are the key areas for reading that a Year 1 pupil is expected to achieve over the year. Through guided, group and individual reading, as well as comprehension sessions, the children will be provided with opportunities to read a range of texts types. However, the children are expected to read widely at home, with their adults recording what they read in their reading records on a regular basis.

- ◆ **Quickly say the sound of all the letters and letter groups.**
- ◆ **Read new words correctly by blending the letter and letter group sounds I have been taught.**
- ◆ **Read many common exception words.**
- ◆ **Read aloud books that use letters and letter groups I have been taught.**
- ◆ **Enjoy and understand books, including those I can't yet read by myself, by listening and talking about my views.**
- ◆ **Enjoy reading by knowing a wider range of stories, fairy tales and traditional tales and can retell them, as well as commenting on their special features.**
(The familiar language and structure of fairy tales and traditional tales are very beneficial for children to know confidently. By being able to retell these stories, using the appropriate type of the language, children can write their own stories, using a similar structure).
- ◆ **Usually spot if a word has been read incorrectly by following the sense of the text.**
(This evidences where a child has understood what they have read. We encourage children to re-read a phrase or sentence if it doesn't sound right).
- ◆ **Say what might happen next in a story.**
- ◆ **Talk about the title and events in books I have read or heard.**
(This emphasises how important it is that children have the opportunity at home to regularly read aloud to an adult as well as hearing an adult reading to them).

Writing

In Year 1 writing, the key skills of writing are being developed. This includes spelling, handwriting and composition, where children form and express their ideas in written form. Children will begin to understand writing for different purposes.

- ◆ **Spell words containing each of the letter sounds that I have been taught.**
- ◆ **Name the letters of the alphabet in order.**
- ◆ **Write the correct spellings in the simple sentences I hear by teacher say.**
(Dictation encourages children to hear sounds and then translate them into letters and letter groups).
- ◆ **Write lower-case letters in the correct direction, starting and finishing in the right place.**
(See separate Handwriting guide).
- ◆ **Join my sentences together to make a story.**
- ◆ **Read my sentence to check that it makes sense.**
- ◆ **Use capital letters and full stops.**
(See separate KS1 grammar guide).