



# Y1 National Curriculum Objectives: Core Subjects

## Scholarpack Statements

### Reading

Subject	Component	Target	Year
Reading	Word Reading	Match all 40+ graphemes to their phonemes (Phase 3).	1
Reading	Word Reading	Blend sounds in unfamiliar words.	1
Reading	Word Reading	Divide words into syllables, for example, pocket, rabbit, carrot,.	1
Reading	Word Reading	Read compound words, for example, football, playground,.	1
Reading	Word Reading	Read words with contractions, e.g. I'm, I'll, we'll, and.	1
Reading	Word Reading	Read phonically decodable texts with confidence.	1
Reading	Word Reading	Read words containing 's, es, ing, ed, er, est' endings.	1
Reading	Word Reading	Read words which have the prefix -un added.	1
Reading	Word Reading	Add the endings -ing, -ed and -er to verbs where no change.	1
Reading	Word Reading	Read words of more than one syllable that contain taught GPCs.	1
Reading	Reading Comprehension	Say what they like or dislike about a text.	1
Reading	Reading Comprehension	Link what they read or hear read to their own experiences.	1
Reading	Reading Comprehension	Retell key stories orally using narrative language.	1
Reading	Reading Comprehension	Understand and talk about the main characteristics within a known key story.	1
Reading	Reading Comprehension	Learn some poems and rhymes by heart.	1
Reading	Reading Comprehension	Use prior knowledge, context and vocabulary provided to understand texts.	1
Reading	Reading Comprehension	Check that the text makes sense to them as they read and correct miscues.	1
Reading	Reading Comprehension	Begin to draw inferences from the text and/or the illustrations.	1

Reading	Reading Comprehension	Make predictions based on the events in the text.	1
Reading	Reading Comprehension	Explain what they understand about a text.	1

Reading	Reading Exceeding Statements	Read accurately and confidently words of 2 or more syllables.	1
Reading	Reading Exceeding Statements	Talk about favourite authors or genre of books.	1
Reading	Reading Exceeding Statements	Can predict what happens next in familiar stories.	1
Reading	Reading Exceeding Statements	Happy to read aloud in front of others.	1
Reading	Reading Exceeding Statements	Tell someone about likes and dislikes related to story they have read or a story they have had read to them.	1
Reading	Reading Exceeding Statements	Read a number of signs and labels in the environment drawing from phonic knowledge when doing so.	1
Reading	Reading Exceeding Statements	Aware of mistakes made because reading does not make sense.	1
Reading	Reading Exceeding Statements	Re-read a passage if unhappy with own comprehension.	1
Reading	Reading Exceeding Statements	Growing awareness of how non fiction texts are organised.	1
Reading	Reading Exceeding Statements	Use illustrations as an important feature in aiding reading.	1

## Writing

Writing	Transcription	Sit correctly at a table, holding a pencil comfortably and correctly.	1
Writing	Transcription	Begin to form lower case letters in the correct direction, starting and finishing in the right place.	1
Writing	Transcription	Form capital letters and the digits 0-9.	1
Writing	Transcription	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	1
Writing	Transcription	Identify known phonemes in unfamiliar words.	1
Writing	Transcription	Use syllables to divide words when spelling.	1

Writing	Transcription	Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.	1
Writing	Transcription	Use the spelling rule for adding s or es for verbs in 3rd person singular.	1
Writing	Transcription	Name the letters of the alphabet in order.	1
Writing	Transcription	Use letter names to show alternative spellings of the same phoneme.	1
Writing	Composition	Compose a sentence orally before writing it.	1
Writing	Composition	Sequence sentences to form short narratives.	1
Writing	Composition	Sequence sentences in chronological order to recount an event or an experience.	1
Writing	Composition	Re-read what they have written to check that it makes sense.	1
Writing	Composition	Leave spaces between words.	1
Writing	Composition	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	1
Writing	Composition	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	1
Writing	Composition	Use 'and' to join sentences together.	1
Writing	Composition	Know how the prefix 'un' can be added to words to change meaning.	1
Writing	Composition	Use the suffixes: s, es, ed, er and ing within their writing.	1

Writing	Writing Exceeding Statements	Sequence a short story or series of events related to learning in science, history and geography.	1
Writing	Writing Exceeding Statements	Writing makes sense to the reader without additional explanation.	1
Writing	Writing Exceeding Statements	Confident in changing the way sentences start.	1
Writing	Writing Exceeding Statements	Make sentences longer and use words other than 'and' and 'then' to join ideas together.	1
Writing	Writing Exceeding Statements	Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary.	1
Writing	Writing Exceeding Statements	Know which letters sit below the line and which are tall letters.	1
Writing	Writing Exceeding Statements	Consistent in use of lower case and capital letters.	1
Writing	Writing Exceeding Statements	Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words.	1
Writing	Writing Exceeding Statements	Spell almost all words in the Year 1 and 2 list accurately.	1

## Spoken Language

Spoken Language	Spoken Language	Speak clearly and confidently in front of others.	1
Spoken Language	Spoken Language	Retell a well-known story, remembering the main characters.	1
Spoken Language	Spoken Language	Prepare to use 'new' words when communicating.	1
Spoken Language	Spoken Language	Hold attention well when collaborating with others.	1
Spoken Language	Spoken Language	Does not stray away from main topic when engaged in collaborative talk.	1
Spoken Language	Spoken Language	Prepare to ask relevant questions to extend understanding and knowledge.	1
Spoken Language	Spoken Language	Initiate conversation in collaborative situation.	1
Spoken Language	Spoken Language	Listen carefully to what others are saying in group talk.	1
Spoken Language	Spoken Language	Respond appropriately to what others say in group talk.	1
Spoken Language	Spoken Language	Happy to join in with role play.	1

Spoken Language	Spoken Language Exceeding Statements	Justify answers, arguments and opinions when challenged.	1
Spoken Language	Spoken Language Exceeding Statements	Give well-structured descriptions, explanations and narratives for different purposes.	1
Spoken Language	Spoken Language Exceeding Statements	Express personal feelings when involved in discussions.	1
Spoken Language	Spoken Language Exceeding Statements	Participate keenly in discussions and debates.	1
Spoken Language	Spoken Language Exceeding Statements	Retell known story, remembering detail and adding own point of view.	1
Spoken Language	Spoken Language Exceeding Statements	Change events (usually endings) in a familiar story when asked to do so.	1
Spoken Language	Spoken Language Exceeding Statements	Consider the views of everyone in a collaborative talk situation.	1
Spoken Language	Spoken Language Exceeding Statements	Use appropriate language to ensure listener knows when something happened.	1
Spoken Language	Spoken Language Exceeding Statements	Understand consequences of what is said to others.	1
Spoken Language	Spoken Language Exceeding Statements	Summarise the outcome of collaborative talk.	1

## Maths

Mathematics	Number, Place Value and Calculation	I can count, read and write numbers to 100 in numerals	1
Mathematics	Number, Place Value and Calculation	I can count in multiples of twos, fives and tens	1
Mathematics	Number, Place Value and Calculation	I can identify one more and one less from a given number (0-100)	1
Mathematics	Number, Place Value and Calculation	I can use the language of: equal to, more than, less than (fewer), most, least (0-100)	1
Mathematics	Number, Place Value and Calculation	I can identify and represent numbers using objects and pictorial representations including the number line	1
Mathematics	Number, Place Value and Calculation	I can read and write numbers from 1 to 20 in words	1
Mathematics	Number, Place Value and Calculation	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	1
Mathematics	Number, Place Value and Calculation	I can represent and use number bonds and related subtraction facts within 20	1
Mathematics	Number, Place Value and Calculation	I can add and subtract one-digit and two-digit numbers to 20, including zero	1
Mathematics	Number, Place Value and Calculation	I can solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad + 4$ .	1
Mathematics	Number, Place Value and Calculation	I can solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$ .	1
Mathematics	Number, Place Value and Calculation	I can solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	1
Mathematics	Number, Place Value and Calculation	I can solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	1
Mathematics	Number, Place Value and Calculation	I can recognise, find and name a half as one of two equal parts of an object, shape or quantity	1
Mathematics	Number, Place Value and Calculation	I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	1
Mathematics	Measurement	I can compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	1
Mathematics	Measurement	I can measure and begin to record lengths and heights(non-standard)	1
Mathematics	Measurement	I can compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than](non-standard)	1
Mathematics	Measurement	I can measure and begin to record mass/weight (non-standard)	1
Mathematics	Measurement	I can compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	1
Mathematics	Measurement	I can measure and begin to record capacity and volume	1

Mathematics	Measurement	I can recognise and know the value of different denominations of coins and notes	1
Mathematics	Measurement	I can begin to compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]	1
Mathematics	Measurement	I can measure and begin to record time (hours, minutes, seconds).	1
Mathematics	Measurement	I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	1
Mathematics	Measurement	I can recognise and use language relating to dates, including days of the week, weeks, months and years	1
Mathematics	Measurement	I can sequence events in chronological order using correct language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	1
Mathematics	Geometry	I can recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	1
Mathematics	Geometry	I can recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	1
Mathematics	Geometry	I can describe position, direction and movement, including whole, half, quarter and three-quarter turns	1

## Science

Science	Working Scientifically	Talk about what they <see, touch, smell, hear or taste>.	1
Science	Working Scientifically	Use simple equipment to help make observations.	1
Science	Working Scientifically	Perform a simple test.	1
Science	Working Scientifically	Tell other people about what they have done.	1
Science	Working Scientifically	Identify and classify things they observe.	1
Science	Working Scientifically	Think of some questions to ask.	1
Science	Working Scientifically	Explain what has been found out.	1
Science	Working Scientifically	Show their work using pictures, labels and captions.	1

Science	Working Scientifically	Record findings using standard units.	1
Science	Working Scientifically	Put some information in a chart or table.	1
Science	Working Scientifically	GD: Talk about similarities and differences	1
Science	Working Scientifically	GD: Find out by watching, listening, tasting, smelling and touching.	1
Science	Working Scientifically	GD: Explain what they have found out using scientific vocabulary	1
Science	Working Scientifically	GD: Make accurate measurements	1
Science	Animals including Humans	Point out some of the differences between different animals.	1
Science	Animals including Humans	Classify common animals (birds, fish, amphibians, reptiles, mammals).	1
Science	Animals including Humans	Describe how an animal is suited to its environment.	1
Science	Animals including Humans	Name the parts of the human body that they can see.	1
Science	Animals including Humans	Classify animals by what they eat (carnivore, herbivore, omnivore).	1
Science	Animals including Humans	GD: Classify animals according to a number of given criteria	1
Science	Animals including Humans	GD: Point out differences between living things and non-living things.	1
Science	Animals including Humans	GD: Say why certain animals have certain characteristics.	1
Science	Animals including Humans	GD: Sort some animals on a simple branching diagram with features such as meat eaters and non meat eaters; swim and cannot swim.	1
Science	Plants	Name the petals, stem, leaf and root of a plant.	1
Science	Plants	Identify and name a range of common wild and garden plants and trees.	1
Science	Plants	Sort some animals by body covering, for example, scales, fur and skin.	1
Science	Plants	GD: Sort some plants by those that can be eaten and those that cannot.	1
Science	Everyday Materials	Describe materials using senses, using specific scientific words.	1
Science	Everyday Materials	Explain what material objects are made from.	1
Science	Everyday Materials	Explain why a material might be useful for a specific job.	1
Science	Everyday Materials	Name some different materials.	1
Science	Everyday Materials	Sort materials into groups by given criteria.	1
Science	Everyday Materials	GD: Explain what happens to certain materials when they are heated or cooled, for example, chocolate, jelly, etc. bread, ice, etc.	1
Science	Seasonal Changes	Observe changes across the four seasons.	1
Science	Seasonal Changes	Observe and describe weather associated with the seasons and how day length varies.	1

