

Girton Glebe Primary School  
End of Year Expectations: Year 1



## MATHEMATICS

NUMBER AND PLACE VALUE
<ul style="list-style-type: none"> <li>▪ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>▪ count, read and write numbers to 100 in numerals</li> <li>▪ read and write numbers from 1 to 20 in words.</li> <li>▪ count in multiples of twos, fives and tens</li> <li>▪ given a number, identify one more and one less</li> <li>▪ identify and represent numbers using objects and pictorial representations including the number line</li> <li>▪ use the language of: equal to, more than, less than (fewer), most, least</li> </ul>
CALCULATION
<ul style="list-style-type: none"> <li>▪ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> <li>▪ represent and use number bonds and related subtraction facts within 20</li> <li>▪ add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>▪ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> <li>▪ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects</li> <li>▪ solve one-step problems involving multiplication and division, by using pictorial representations and arrays</li> </ul>
FRACTIONS AND DECIMALS
<ul style="list-style-type: none"> <li>▪ recognise, find and name a half as one of two equal parts of an object or shape</li> <li>▪ recognise, find and name a half of a quantity</li> <li>▪ recognise, find and name a quarter as one of four equal parts of an object or shape</li> <li>▪ recognise, find and name a quarter of a quantity</li> </ul>
MEASUREMENT
<ul style="list-style-type: none"> <li>▪ compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>▪ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>▪ mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>▪ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>▪ time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>▪ measure and begin to record the following:               <ul style="list-style-type: none"> <li>▪ lengths and heights</li> <li>▪ mass/weight</li> <li>▪ capacity and volume</li> <li>▪ time (hours, minutes, seconds)</li> </ul> </li> <li>▪ recognise and know the value of different denominations of coins and notes</li> <li>▪ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>▪ recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>▪ tell the time to the hour and half past the hour</li> <li>▪ draw the hands on a clock face to show these times (hour and half past the hour)</li> </ul>
GEOMETRY
<ul style="list-style-type: none"> <li>▪ recognise and name common 2-D and 3-D shapes, including:               <ul style="list-style-type: none"> <li>▪ 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>▪ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> </ul> </li> <li>▪ describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>

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- use the language of position, direction and movement including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside

STATISTICS

No key expectations. However pupils should continue to build on visual representations of information experienced in Early Years.

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## READING

### COMPREHENSION

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - becoming very familiar with key stories and being able to retell them
- Recite some simple poems by heart
- Discuss word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
  - checking that the text makes sense to them as they read and self-correct
  - predicting what might happen on the basis of what has been read so far
  - making inferences
  - explaining clearly their understanding of what is read to them
- Discuss the significance of titles and events.
- Understand the difference between fiction and non-fiction
- Participate in discussion about what is read to them, taking turns and listening to what others say

### WORD READING

- Respond speedily with the correct sound to graphemes for all 40+ phonemes (letters or groups of letters)
- 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
- Blend sounds in unfamiliar words containing letters and groups of letters that have been taught
- Develop fluency through re-reading books
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing letters or groups of letters I have been taught
- Read words with -s, -es, -ing, -ed, -er and -est endings
- Read words with contractions (for example: I'm, I'll, don't)

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## WRITING

- 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
- Leave spaces between words
- Joining words and joining clauses using *and*
- 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'

## SPELLING

- Spell:
  - words containing each of the 40+ sounds already taught
  - common exception words (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our)
  - the days of the week
- Name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

## HANDWRITING

- Sit correctly at a table, holding a pencil comfortably and correctly
- Form capital letters, lower-case letters and the digits 0-9 in the correct direction, starting and finishing in the right place
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these

## TERMINOLOGY FOR PUPILS

letter, capital letter

word, singular, plural sentence

punctuation, full stop, question mark, exclamation mark