

Key End Points - for end of year

Year 1



Ready to Progress Criteria...

The Humanities

Humanities	Knowledge	Skills
History	<ul style="list-style-type: none">I can appreciate that some famous people have helped our lives be better today.I can speak to people about their experiences of the past and how things have changed, such as transport, music, movies and toys.	<ul style="list-style-type: none">I have an understanding of chronology (using words such as first, next, then, before, after).I can ask and answer questions about old and new artefacts. I can give a plausible explanation for what an item may have been used for in the past.
RE	<ul style="list-style-type: none">I can remember the Christian Creation story and talk about it.I can recall parts of the Easter story.I can tell you something that either Rosh Hashanah or Yom Kippur is about.	<ul style="list-style-type: none">I can start to show understanding that Jesus is special to Christians and say why.I can start to make a connection between being Jewish and decisions about behaviour.
Geography	<ul style="list-style-type: none">I can name and locate the world's seven continents.I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.	<ul style="list-style-type: none">I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents studied at this key stage.I can devise a simple map and use and construct basic symbols in a key.

The Sciences

Sciences		
Maths	<p>Number and Place Value</p> <ul style="list-style-type: none"> Count within 100, forwards and backwards, starting with any number. Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$. <p>Number Facts</p> <ul style="list-style-type: none"> Develop fluency in addition and subtraction facts within 10. Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. <p>Geometry</p> <ul style="list-style-type: none"> Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. 	
Sciences	Knowledge	Skills
Science	<ul style="list-style-type: none"> Seasonal Changes: I can observe and describe weather associated with the seasons and how day length varies. Everyday Materials: I can compare and group together a variety of everyday materials on the basis of their simple physical properties. Animals, Including Humans: I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Plants: I can identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> Experiments: I can observe closely, using simple equipment. Recording Data: I can orally explain observations made during experiments.
Sciences	Knowledge	Skills
Computing	<p>Computer Systems and Networks</p> <ul style="list-style-type: none"> I can identify a computer and its main parts, switching it on and logging on. <p>Programming</p> <ul style="list-style-type: none"> I understand what an algorithm is. 	<p>Computer Systems and Networks</p> <ul style="list-style-type: none"> I can save my work and open my work from a file. <p>Multimedia</p> <ul style="list-style-type: none"> I can use technology to write changing font type, solar and size. <p>Handling Data</p> <ul style="list-style-type: none"> I can use technology to collect and group data.

Sciences	Knowledge	Skills
DT	<ul style="list-style-type: none"> • Design: I can design purposeful, functional, appealing products for myself and other users based on design criteria. • Evaluate: I can explore and evaluate a range of existing products • Cooking and Nutrition: I understand where food comes from. 	<ul style="list-style-type: none"> • I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • I can build structures, exploring how they can be made stronger, stiffer and more stable.

The Arts

Arts	Knowledge	Skills
Art		<ul style="list-style-type: none"> • They begin to have more control over the types of marks made with a range of media. • They start to mix a range of secondary colours, moving towards predicting resulting colours. • They can shape and model materials for a purpose. • They can talk about what they have made and how they could improve it.

Arts	Knowledge	Skills
Music	<p>Singing and Playing</p> <ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. <p>Improvisation and Composing</p> <ul style="list-style-type: none"> • To know that improvisation is about making up your own tune on the spot. It is not written down and belongs to them. 	<ul style="list-style-type: none"> • To recognise fast, medium and slow tempos. <p>Singing and Playing</p> <ul style="list-style-type: none"> • To explore different ways to play instruments (shaking, hitting, scraping, etc). <p>Improvisation and Composing</p> <ul style="list-style-type: none"> • To make different sounds (loud, quiet, high, low).

Communication and Language

Communication and Language	
Writing	<p>Handwriting</p> <ul style="list-style-type: none"> • I form lower case letters in the correct direction, starting and finishing in the right place. (cursive – kicks and flicks). <p>Spelling</p> <ul style="list-style-type: none"> • I write from memory simple dictated sentences including the words taught so far (hold a sentence). <p>Composition</p> <ul style="list-style-type: none"> • I can plan my writing by saying what I am going to write about. • I sequence sentences. <p>Grammar</p> <ul style="list-style-type: none"> • I use 'and' to join ideas within a sentence. • I begin to use adjectives to add detail to my sentences. <p>Punctuation</p> <ul style="list-style-type: none"> • I use a full stop accurately. • I use capital letters for the start of a sentence and names of people, places and days of the week.

Communication and Language	
Reading	<p>Word Reading</p> <ul style="list-style-type: none"> I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. I can confidently and accurately blend sounds where appropriate, in unfamiliar words and/or texts. (I am in at least yellow RWI group). <p>I can confidently and accurately read the full range of common exception words for YR 1 (NC Spelling appendix 1). I can read pseudo (alien) words with accuracy and fluency.</p> <p>Comprehension</p> <ul style="list-style-type: none"> I securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support. I can answer questions about a familiar book that is read to me.

Mental Weath and Physical Health

Mental Weath and Physical Health	Knowledge	Skills
Online Safety	<ul style="list-style-type: none"> Self - image and Identity: If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. Online Bullying: I can describe how to behave online in ways that do not upset others and can give examples. Health, Wellbeing and lifestyle: I can explain rules to keep us safe when we are using technology both in and beyond the home and give some examples. Privacy and security: I can explain why I should always ask a trusted adult before I share any information about myself online. 	<ul style="list-style-type: none"> Online Relationships: I can use the internet with adult support to communicate with people I know.
Mental Weath and Physical Health	Knowledge	Skills
PE	<ul style="list-style-type: none"> I know that winning is not the most important part of an activity. 	<ul style="list-style-type: none"> I can demonstrate the fundamental skills including: balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking. I can assess my own risk and develop trust in myself and my peers.