

# MATHS



Every Child Matters Academy Trust  
Children at the heart



## Wombwell Park Street Primary School



## Working at the Expected Standard Year 1

Place Value	1. I can count in ones to 100 and beyond starting from 0 or 1.	
	2. I can count back in ones from 100.	
	3. I can count, read and write numerals up to 100.	
	4. I can count in steps of 10 and 2	
	5. I can say one more or one less than any number up to 100.	
Addition and Subtraction	6. I can use number bonds and their related subtraction facts within 20.	
	7. I can add 2 one-digit numbers	
	8. I can add a one digit number to a two-digit numbers including zero when the numbers involved are below 20	
	9. I can subtract one-digit and two-digit numbers to 20 including zero.	
	10. I can solve one-step problems when they are asking me to add.	
	11. I can solve one-step problems when they are asking me to subtract.	
	12. I can use real objects and pictures to show my working out.	
Multiplication and Division	13. I can solve one-step problems involving multiplication using real objects and pictures to help me find the answer, when my teacher helps me.	
	14. I can solve one-step problems involving division using real objects and pictures to help me find the answer, when my teacher helps me.	
Fractions and Decimals	15. I can recognise, find and name a half as one equal part out of two, of an object, a shape and an amount	
	16. I can recognise, find and name a quarter as one equal part out of four, of an object, a shape and an amount	
Measurement	17. I can compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half]	
	18. I can compare and describe mass and weight [for example, heavy/light, heavier than, lighter than]	
	19. I can compare and describe capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
	20. I can compare and describe time [for example, quicker, slower, earlier, later]	
	21. I can tell the time to the hour	
	22. I can tell the time half past the hour	
	23. I can draw the hands on a clock face to show these times.	
Shape	24. I can recognise and name common 2-D and 3D shapes	square, rectangles (including squares),
		circles, triangles
		cuboids (including cubes), pyramids, cylinder, sphere cone

# READING

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Decoding	1. Children show competency to read phonemes within phase 5 including some alternatives for known graphemes	
	2. Competent to read accurately by blending sounds in unfamiliar words using phonic knowledge of phase 5	
	3. Competently respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	
	4. Competent to read all tricky words in phase 5	
	5. Competent to read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings	
	6. Competent to read two or more than one syllable word containing known phase 5 phonemes	
	7. Competent to read aloud accurately books that are consistent with phase 5 letters and sounds developing phonic knowledge and that do not require them to use other strategies to work out the words.	
	Reading at ORANGE/TURQUOISE	
Comprehension and pleasure within books read to them	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	8. Being encouraged to link what they hear to their own experiences
		9. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
		10. Recognising and joining in with predictable phrases
		11. Learning to appreciate rhymes and poems, and to recite some by heart
		12. Discussing word meanings, linking new meanings to those already known
Independent Comprehension	13. Checking that the text makes sense to them as they read and correcting inaccurate reading	
	14. Discussing the significance of the title and events	
	15. Continue making inferences on the basis of what is being said and done	
	16. Explain clearly their understanding of what is read to them	

# WRITING

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The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
Planning	1. composing a sentence orally before writing it	
	2. sequencing sentences to form short narratives	
	3. re-reading what they have written to check that it makes sense	
	4. re-reading what they have written to check that it makes sense	
Sentences / Punctuation	• begin punctuating sentences with:	5. capital letters and full stops
		6. question marks
		7. exclamation marks
	8. use a capital letter for proper nouns e.g. places, people, days of the week and personal pronoun I	
Spelling	9. joining words and joining clauses using 'and'	
	10. words containing each of the 40+ phonemes (sounds) already taught*	
	11. common exception (tricky) words*	
	12. adding prefixes to spell some words correctly in their writing, e.g. un	
	13. adding suffixes to spell some words correctly in their writing, e.g. ing, -ed, -er, and –est	
Handwriting	14. using s or es for plurals	
	15. sit correctly at a table, holding a pencil comfortably and correctly	
	16. begin to form lower-case letters in the correct direction, starting and finishing in the right place	
	17. form capital letters	
	18. leaving spaces between words	