

Year 1

Autumn Term



Welcome back to school

In this booklet you will find Reading, Writing, Maths and basic skills expectations for this term.

Please use this to support your child at home to meet these milestones.

Reading



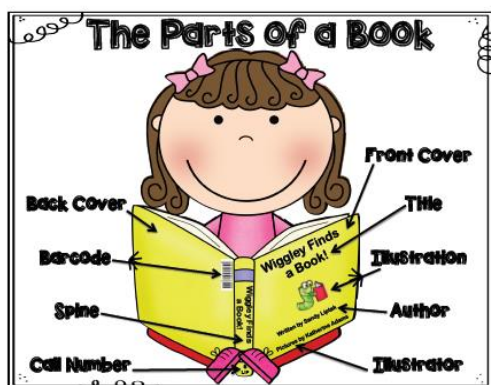
Word reading

- Use their knowledge of letters and sounds to read unfamiliar words
- Read some common exception words by sight e.g. **their, called, asked, could** etc.
- Recognise common alternative pronunciations to letter sounds they know e.g. **k ck qu x ch**
- Read two and three syllable words
e.g. two syllable words: **Mon - day, ro - bot**
three syllable words: **for - get - ful, Sep - tem - ber**
- Begin to read with fluency to support meaning and understanding what they have read.

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Comprehension

- Understand and use the correct names for the different parts of a text: book, cover, beginning, end, page, word, letter, line.
- To show they understand what they have read or heard by talking about it.
- Recall the main points in a shared book.
- Use story structure when retelling a story.
- Listen to familiar texts and identify likes and dislikes.
- Read non-fiction texts and identify the differences between fiction and non-fiction.
- To check that what they read makes sense by beginning to self-correct.



Item 1 of 14



Writing

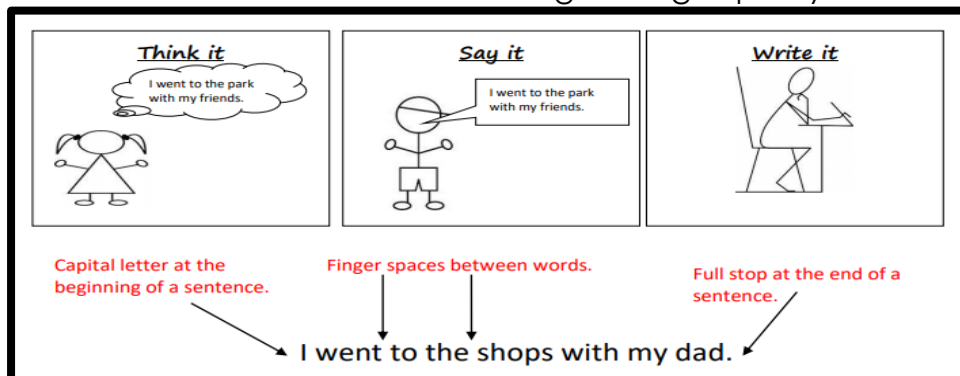


Vocabulary, Grammar and punctuation (Organisation and purpose)

- Leave finger spaces between words.
- Recognise full stops and capital letters.
- Use full capital letters for names, places, the days of the week and the personal pronoun 'I' and full stops to end sentences.
- Use topic related words.

Composition

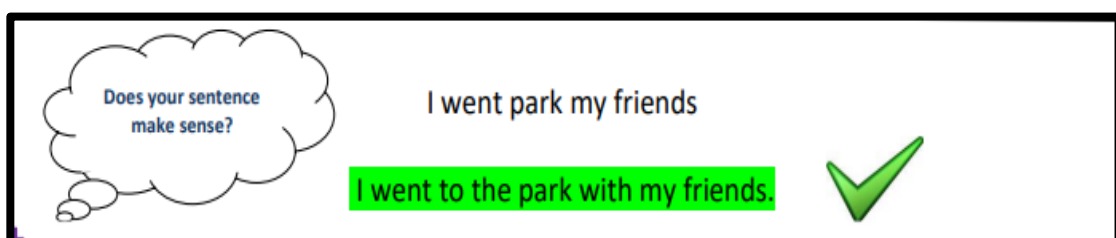
- Compose sentences orally before writing them e.g. think it, say it, write it.
- Use simple sentence structures to write a familiar story or sequence of events e.g. **I went on holiday. I had an ice cream. I went home.**
- Reread their writing aloud to check that it makes sense.
- Begin to use the conjunction 'and' to extend their sentences.
- Use adjectives to make work more interesting e.g. **blue sky, sparkly diamond.**
- Produce ideas related to a range of high quality texts.



Transcription (Spelling and Handwriting)

Letter-join.

- Use their knowledge of letters and sounds to spell words
- Begin to correctly spell some common exception words e.g. **the, today, said**
- Write letters using the correct sequence of movements.
- Most letters are clearly shaped.
- Most letters are correctly orientated.



Writing



Examples of children's writing by the end of the Autumn term.

Capital letters for names and at the beginning of sentences.

Clear finger spaces

Full stops at the end of sentences.

Jesus Heals the Blind Man
Jesus Saw a blind man on the
road begging. He spat on the dust
and mixed into mud. He put the
mud on his eyes. Jesus said to
the blind man wash face in the
pool Sataim. The blind man said.
I can see. The people said where
did he go Jesus said "I dont know?"

Letters are clearly formed and on the line.

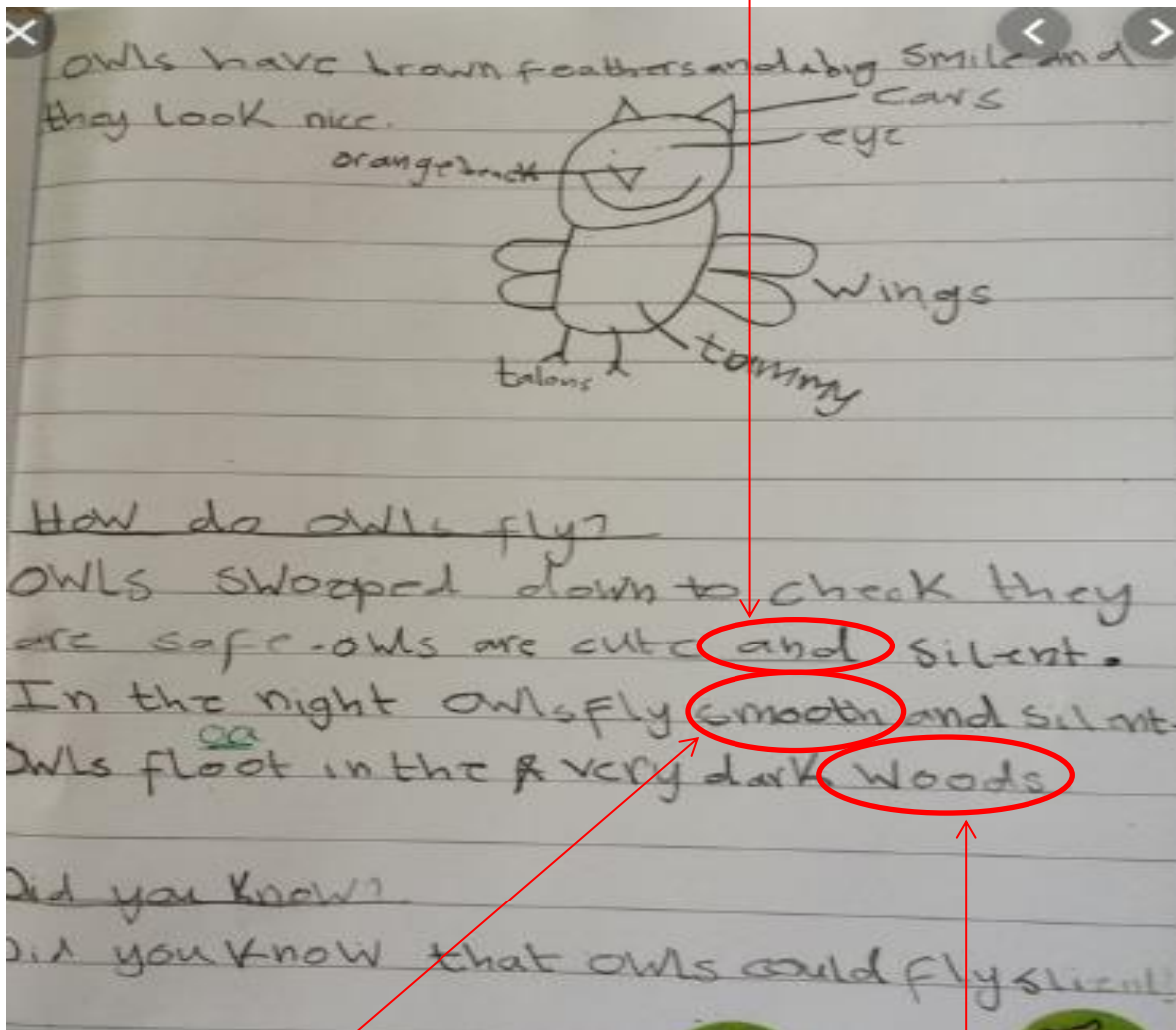
Common exception word

Writing



Examples of children's writing by the end of the Autumn term.

Conjunction 'and'



Adjectives to add description

Use of phonic knowledge to spell new words

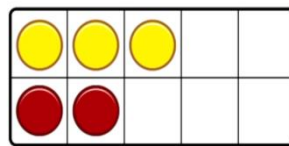
Maths

Number and place value

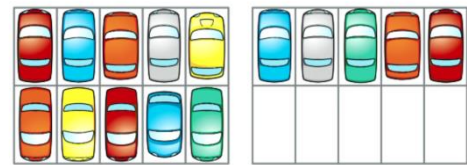
- Count numbers up to 20, both forwards and backwards from any given number
- Say a number 1 more or less for numbers up to at least 20
- Represent numbers up to at least 20 using objects and pictorial aids such as a number line
- Count, read and write numbers up to 20
- Read and write numbers in words from 0 to 5
- Count in multiples of 2s up to 20
- Understand the language of equal to, more than, less than, fewer, most and least



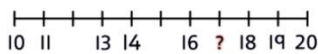
Ten frame






Ten frames



Missing numbers



<p><u>I can read and write numbers</u></p> <p>1 one 13 thirteen</p> <p>2 two 30 thirty</p>	<p><u>I know which amount is bigger</u></p> 
<p><u>I can count objects</u></p>  <p>1 2 3</p> <p>I can see three apples.</p>	<p><u>I can find one more and one less</u></p>  <p>1 more than 2 is 3</p> <p>1 less than 5 is 4</p>

Key vocabulary

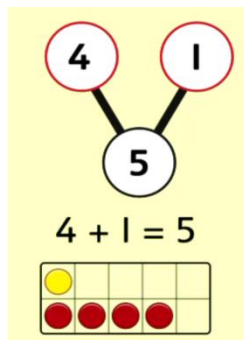
- digit
- value
- matching
- count on and back
- one more and one less
- is equal to =
- greater than > and less than <
- more and fewer
- most and fewest

Key vocabulary

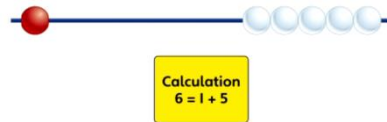
- numbers 11 to 20
- one more
- one less
- order
- groups
- tens
- ones
- more, more than and greater than >
- fewer, fewer than and less than <
- most
- fewest
- least

Addition and subtraction

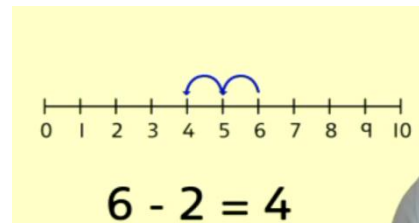
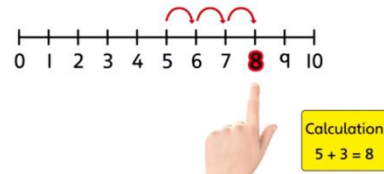
- Read number sentences that use +, - and =
- Be able to derive bonds and subtraction facts to at least 10
- Add and subtract single digit numbers
- Solve simple addition and subtraction using objects or pictorial aids



Bead strings



Number line



Going deeper

$$6 + 3 = 9$$

Sara gave 6 books to the school library.
Callum had 3 books to give to the school library.
The school library has now got 9 new books.

Key vocabulary

- add
- plus +
- total
- altogether
- count on

Key vocabulary

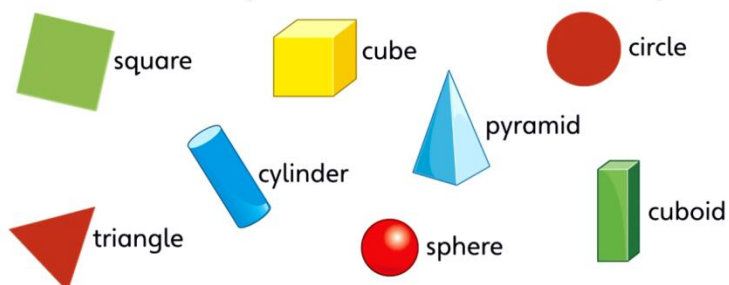
- group
- whole
- number sentence
- plus +
- part
- part-whole model
- how many
- equal to =

- how many are left?
- subtract
- how many more
- difference
- take away
- count backwards
- how many fewer
- addition

Properties of Shape

- Recognise and name common 2d and 3d shapes
- Identify and make repeating patterns with shape

Pictorial representations of shapes



Key Vocabulary

- 2D**
- Square
 - Rectangle
 - Triangle
 - Circle
- 3D**
- Cube
 - Sphere
 - Pyramid
 - Ovoid
 - Cuboid
 - Cylinder
 - Cone
- Face**
- Repeat**
- Pattern**

Basic Skills

Here are some basic skills we would like our children to be able to do independently by the end of the first half term.

1. Put my coat on and do it up by myself

I can put my coat on



2. Use a knife and fork to eat my food at lunchtime



3. Put my uniform and PE kit on at home independently



4. Say “please” and “thank you” at the right time when speaking with my friends and adults.

