

Year 1 Success Criterion: Autumn


Please take a look at the following success criteria. They set out the objectives that your child will be working on in specific subjects this term. Please support your child at home by having discussions, reading and exploring the different areas and vocabulary used. Also attached are the Writing and Maths objectives for the whole year.




















Many thanks, Miss Bailey.

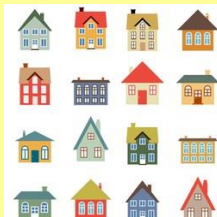
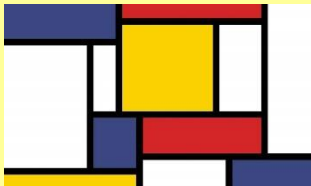















Science-The Seasons Year 1	Self Assessment
• Do I know the different types of weather?	☹️ 😐 😊
• Do I know the names of the four seasons?	☹️ 😐 😊
• Do I understand the differences in the local environment including living things, throughout the year?	☹️ 😐 😊
• Do I understand how things in my life change during the seasons? (e.g. the clothes I wear; the activities I do etc).	☹️ 😐 😊
<u>Where we live? (Congleton)- Geography</u> <u>Year 1</u>	Self Assessment
<input type="checkbox"/> Study human and physical geography of a small area in the UK - Congleton	☹️ 😐 😊
<input type="checkbox"/> Use geographical terms for physical features - hill, river	
<input type="checkbox"/> Use geographical terms for human features -	

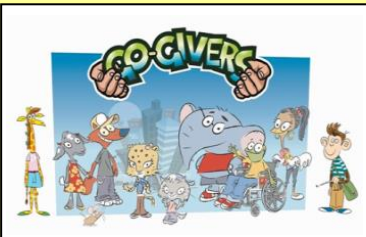
town, factory, house, shop	
<input type="checkbox"/> Use simple compass points - North, South, East and West	
<input type="checkbox"/> Use locational and directional language - Near, Far, Left, Right	
<input type="checkbox"/> Use aerial photographs of Congleton	
<input type="checkbox"/> Read a simple map	
<input type="checkbox"/> Use fieldwork skills to study geography of school	

History- Entertainment and Buildings Year 1	Self Assessment
<input type="checkbox"/> To discuss the similarities and differences between old and new toys	
<input type="checkbox"/> To name the main changes in toys over time (materials used to make them, technology)	
<input type="checkbox"/> To name the similarities of modern houses (where we live)	
<input type="checkbox"/> To name the key features of Tudor houses	
<input type="checkbox"/> To name the key features of Georgian houses	
<input type="checkbox"/> To name the key features of Victorian houses	☹️ 😐 😊


 Religious Education: Christianity Year 1	Self-Assessment
<ul style="list-style-type: none"> Recall the main events from the Christmas Bible stories linking these stories with Christianity. 	☹️ 😐 😊
<ul style="list-style-type: none"> Identify at least 4 aspects of how Christians celebrate Christmas 	☹️ 😐 😊

	DT: Entertainment Year 1 Cycle a	Self- Assessment
<ul style="list-style-type: none">Research and compare toys traditional toys (that our parents/grandparents played with) and modern-day toys		  
<ul style="list-style-type: none">Experiment with using different materials to make a puppet (fabric, paper, card) and explore how to strengthen or make their puppet and scene/background more stable		  
<ul style="list-style-type: none">Use tools safely to cut and assemble their puppet and background/scene		  
<ul style="list-style-type: none">Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.		  
<ul style="list-style-type: none">Learn how to make a mechanism and incorporate a mechanism into their design to move their puppet (puppet on a lever/pulley/slider)		  
<ul style="list-style-type: none">Evaluate their puppet against their design criteria- purpose, function, target user		  

	<p>Art: Where we live?</p> <p>Buildings</p> <p>Year 1</p> 	Self-Assessment
<ul style="list-style-type: none">• Draw lines of varying thickness	  	
<ul style="list-style-type: none">• Use dots and lines to demonstrate pattern and texture	  	
<ul style="list-style-type: none">• Use different materials to draw, e.g. pencil, pen, charcoal	  	
<ul style="list-style-type: none">• Use different materials to apply colour, e.g. pencil crayons, felt tips, oil pastels	  	
<ul style="list-style-type: none">• Research and recognise techniques used within Mondrian's work	  	

	<p>PSHE: Go-Givers</p> <p>Year 1</p>	Self-Assessment
<p><input type="checkbox"/> To know that I belong to different groups - Go-Givers: "family and school"</p>	<p><input type="checkbox"/> To understand how to take responsibility and take turns - Go-Givers: "Taking Responsibility"</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/></p>

<input type="checkbox"/> To appreciate the way you are and identify differences - No Outsiders: "1.1 Elmer"	☹️ 😐 😊
<input type="checkbox"/> To identify special people in our wider community - No Outsiders: "1.2 Going to the Volcano"	☹️ 😐 😊
<input type="checkbox"/> To identify special people in my life - Go-Givers: "People Who Are Special To Me"	☹️ 😐 😊
<input type="checkbox"/> To understand that I am unique - Go-Givers: "I am unique"	☹️ 😐 😊
<input type="checkbox"/> To understand that it can be difficult to make decisions and that some have consequences - Go-Givers: "Difficult Decisions"	☹️ 😐 😊
<input type="checkbox"/> To know what rules are and why we need them - Go-Givers: "Our Rules"	☹️ 😐 😊

	Spanish Year 1	Self- Assessment
<input type="checkbox"/> To know greetings in Spanish (spoken)	☹️ ☹️ 😊	
<input type="checkbox"/> To know colours in Spanish (spoken)	☹️ ☹️ 😊	
<input type="checkbox"/> To know numbers 1 - 10 in Spanish (spoken)	☹️ ☹️ 😊	

Stage 1 writing

		Aut	Spr	Sum
Grammar and Punctuation	To write clauses that are grammatically correct To begin to use capital letters and full stops to demarcate sentences To begin to use question marks and exclamation marks to end sentences To use capital letters for names of people, places, days of the week and the personal pronoun I To leave finger spaces between words			
Sentence Structure	To join simple sentences using 'and'			
Text Structure	To sequence sentences to form short narratives or pieces of information writing To show some control over word order, producing logical statements			

Composition	<p>To orally rehearse sentences before writing</p> <p>To write simple texts such as lists, stories, reports and recounts</p> <p>To produce a paragraph or more of developed ideas independently that can be read without help from the child.</p> <p>To make appropriate word choices to communicate meaning</p> <p>To use some descriptive language (e.g. adjectives)</p> <p>To re-read work to check that it makes sense.</p>			
Transcription	<p>To spell words containing each of the 40+ phonemes already taught</p> <p>To spell common exception words</p> <p>To spell days of the week</p> <p>To name the letters of the alphabet in order</p> <p>To use letter names to distinguish between alternative spellings of the same sound</p> <p>To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>To use -ing, -ed, -er and -est where no change is needed in the spelling of the root word</p> <p>To write from memory simple sentences dictated by the teacher using words taught</p> <p>To usually write letters using a regular size, shape and orientation</p> <p>To form capital letters</p> <p>To form the digits 0-9</p>			

Year 1 Maths Statements				
Number and Place Value		Date	Addition and Subtraction	Date
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens			Represent and use number bonds and related subtraction facts within 20	
Given a number, identify one more and one less			Add and subtract one-digit and two-digit numbers to 20, including zero	
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least			Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$	
Read and write numbers from 1 to 20 in numerals and words				
Baseline September 2021 Score:		Assessment December 2021 Score:	Fractions	Date Achieved
Multiplication and Division		Date		
Solve one-step problems involving multiplication and division, by calculating the answer using concrete			Recognise, find and name a half as one of two equal parts of an object, shape or quantity	
			Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	

objects, pictorial representations and arrays with the support of the teacher			
Measurement	Date	Geometry	Date
Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] 		Recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	
Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) 		Describe position, direction and movement, including whole, half, quarter and three-quarter turns White Rose End of Block Assessments: December April July	
Recognise and know the value of different denominations of coins and notes			
Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]			
Recognise and use language relating to dates, including days of the week, weeks, months and years			
Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times			