

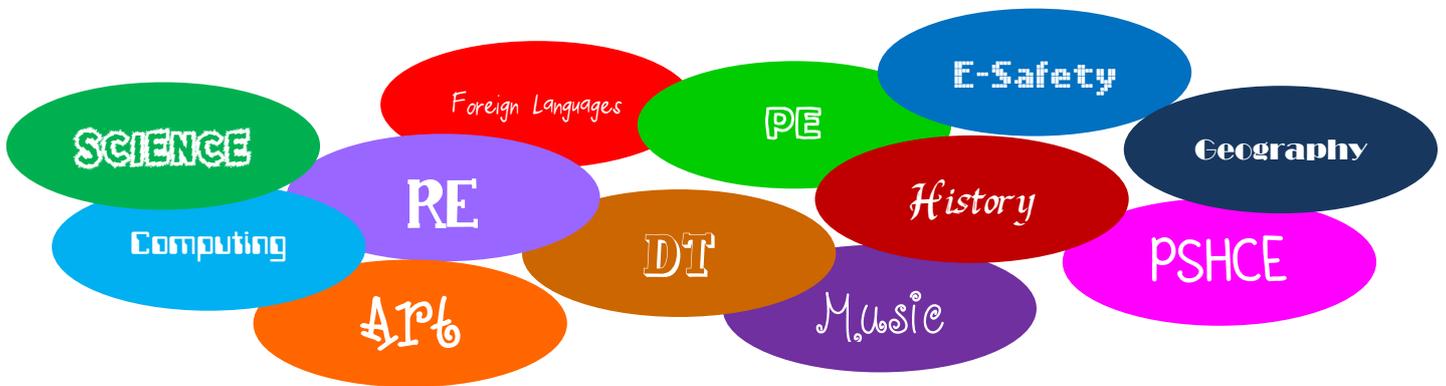
Age-related expectations

Year One



SCHOLES
Scholes (Elmet)
Primary School

In the tables below, you'll find a list of **end of year** expectations for...



We offer a relevant, purposeful, enjoyable curriculum which promotes the **core skills** of oral and written communication; application of maths and the **supporting skills** of information technology; working with others; improving own learning and performance; problem solving; thinking skills.

We use the following terms to help us think about our curriculum:

Core skills

Stemming from English and Maths, the skills of oral and written communication and the application of maths are central to life and central to learning. English and Maths are taught as discrete subjects whilst Science and the foundation subjects are usually taught as part of a topic.

Drivers

'Drivers' are typically Science, History or Geography themes which provide the main content for a topic.

Enrichers

'Enrichers' are the arts and other subjects which enhance and broaden the learning experiences for our children.

Health and SMSC

Scholes Elmet Primary is a happy and healthy place to learn. We want to promote, through topics and in lots of other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.

The expectations listed below are based on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at **Science and the foundation subjects**. We also include two additional areas which we consider important:

PSHCE (which stands for Personal, Social, Health, Citizenship and Economic Education, not a statutory subject, but one acknowledged in the National Curriculum: "All schools should make provision for ...PSHE") and **E-Safety**.

At Scholes Elmet Primary, we have set out the expectations for each year group. Sometimes, you'll find examples of additional challenges, too.

Age-related expectations: Year One

Drivers Science, History and Geography act as the 'drivers' of most of our topics in school; they provide the main content for a topic.



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SCIENCE

Science

Working scientifically

- Can your child ask simple questions and recognise that they can be answered in different ways?
- Can your child observe carefully, using simple equipment?
- Can your child identify and classify a number of plants and animals?
- Can your child use their observations and ideas to suggest answers to their questions?
- Can your child gather and record data to help in answering questions?

Animals, including humans

- Can your child identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals?
- Can your child identify and name a variety of common animals that are carnivores, herbivores and omnivores?
- Can your child describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)?
- Can your child identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense?

Plants

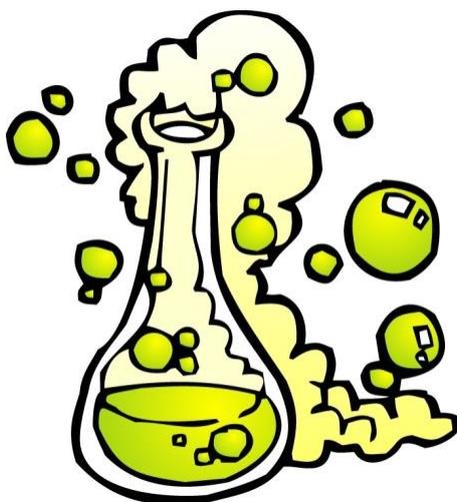
- Can your child identify and name a variety of common, wild and green plants?
- Can your child identify and name a variety of deciduous and evergreen trees?
- Can your child identify and describe the basic structure of a variety of common flowering plants, including trees?

Everyday materials

- Can your child distinguish between an object and the materials from which it is made?
- Can your child identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock?
- Can your child describe the simple physical properties of a variety of everyday materials?
- Can your child compare and group together a variety of everyday materials on the basis of their simple physical properties?

Seasonal change

- Can your child observe changes across the four seasons?
- Can your child observe and describe weather associated with the seasons and how day length varies?





History

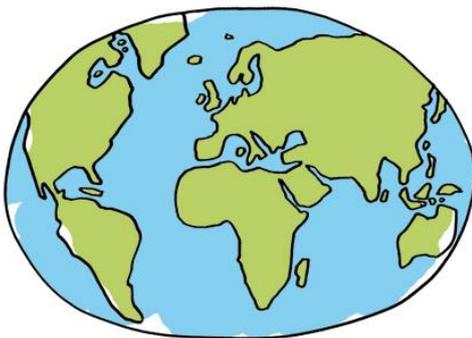
History

- Can your child use words and phrases like: 'old', 'new' and 'a long time ago'?
- Can your child place up to five objects (or events in their own lives) in chronological order (eg iPad, chalkboard, scroll)?
- Can your child recognise that some objects belong to the past?
- Can your child explain how they have changed since they were born?
- Can your child ask and answer questions about old and new objects or photos?
- Can your child give a plausible explanation about what an object was used for in the past?
- Can your child talk about buildings in the area which are old and new?



Examples of additional challenge

- Can your child use words and phrases like: very old, when mummy and daddy were little?
- Can your child explain why certain objects were different in the past eg iron, music systems, televisions?
- Can your child explain the differences between past and present in their life and that of other children from a different time in history?



Geography

Geography

- Can your child tell someone their address?
- Can your child explain how the weather changes on a daily and seasonal basis?
- Can your child locate on a map or globe some hot and cold countries?
- Can your child say what they like and don't like about their locality and another locality like a village (eg comparing Scholes with Wetherby and an African or Asian village)?
- Can your child identify the four countries making up the United Kingdom and locate them on a map?
- Can your child name some of the towns and cities in the United Kingdom?
- Based on observational skills, can your child suggest things that spoil or improve their locality?
- Can your child make a simple map with a key?

Examples of additional challenge

- Can your child find where they live on a map of the UK?
- Can your child answer questions using a weather chart?
- Can your child name key features associated with a town or village eg factory, detached house, semi-detached house, terrace house?

Age-related expectations: Year One

Enrichers are the arts and other subjects which enhance and broaden topics and the other learning experiences for our children.



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Computing

Computing

- Can your child create a series of instructions eg plan a journey for a programmable toy?
- Can your child create digital content eg use a digital camera, record video / audio using an app?
- Can your child store digital content?
- Can your child retrieve digital content?
- Does your child know how technology is used in school and outside of school?

E-safety and digital literacy

(a guide to these points is included below)

- Can your child use the internet and other technology safely and critically?
- Can your child recognise what is personal information and keep it private?
- Does your child know what to do if they are concerned when they use the internet and other technology?
- Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?



Art and Design

Art and design

- Can your child respond to ideas?
- Can your child use materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts?
- Can your child use a variety of visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and make images / artefacts?
- Can your child describe what they think or feel about their own and others' work?
- Can your child ask sensible questions about a piece of art?
- Can your child name the primary colours?

Design and Technology (DT)

Design and technology (DT)

- Can your child design an appealing product based on design criteria?
- Can your child generate and communicate their idea?
- When making, can your child use tools and equipment to carry out practical tasks (eg cutting, shaping, joining, finishing)?
- When making, can your child use materials and components (eg construction materials, textiles and ingredients)?
- Can your child talk about their own ideas and products against design criteria?
- Can your child build structures, exploring how they can be made stronger and more stable?
- When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety? (see Change 4 Life Core Competencies)
- When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level? (see Change 4 Life Core Competencies)



Music

Music



- Can your child recognise and explore how sounds can be made and changed?
- Can your child use their voice in different ways (eg speaking, singing, chanting) and perform with awareness of others?
- Can your child repeat short rhythmic and melodic patterns?
- Can your child make a sequence of sound?
- Can your child follow instructions about when to play or sing?
- Can your child express an opinion about a piece of music?

Age-related expectations: Year One

Health and SMSC We want to promote, through topics and in other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.



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Personal, Social, Health, Citizenship and Economic Education (PSHCE)

Personal, social, health and citizenship education (PSHCE)

- Can your child identify and name some feelings (for example through interpreting facial expressions)?
- Can your child express some of their positive qualities?
- Can your child explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body?
- Can your child explain that people grow from young to old?
- Can your child explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell)?
- Can your child recognise that bullying is wrong and knows who to tell if they are being bullied?
- Can your child begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules?
- Can your child respond to simple questions and explain their own views and ideas in pairs and to the class?
- Can your child listen to the views of others?
- Can your child demonstrate they can play and work cooperatively with others?
- Can your child make real choices and know how to ask for help?

Physical Education (PE)

Physical education (PE)

- Can your child perform some simple moves?
- Can your child make up a short sequence?
- Can your child use space in different ways?
- Can your child show control and coordination when travelling and balancing?
- Can your child make their body feel tense, relaxed, stretched and curled?
- Can your child move at different speeds eg running, jumping?
- Can your child send a ball in the direction of another person in different ways eg by hand, foot, racket?
- Can your child stop, and sometimes catch, a ball or an object?
- Can your child move into spaces with control and care?
- Can your child describe how their body feels during exercise, understanding that a change has occurred?

Religious Education (RE)

Religious education (RE)

Based on the Leeds Syllabus for Religious Education, 2015-2020

- Can your child recall and name some religious beliefs and practices?
- Can your child retell some religious and moral stories and provide some basic knowledge about these stories?
- Does your child recognise ways people express beliefs and belonging (eg through prayer, symbols and actions)?
- Can your child begin to ask and respond to questions about beliefs and express their own ideas?
- Can your child observe and recount different ways to express belief?
- Can your child respond to questions of right and wrong?
- Relating to questions of beliefs, does your child notice and respond sensitively to some similarities between different religions and world views?

Age-related expectations: Year One

Health and SMSC continued



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E-Safety and digital literacy

These expectations are based on a two year cycle so similar expectations apply in Y1 and Y2, Y3 and Y4, and in Y5 and Y6.

Parents / carers should support their child to be safe when using technology, whether computers, tablets, phones or gaming devices.

The expectations act as an indicator for children's attainment in computing, but we've listed them separately here, under the heading of Health and SMSC (Social, Moral, Spiritual and Cultural development), because we think there is such a big overlap with these areas.

E-safety and digital literacy

Can your child use the internet and other technology safely and critically?

Does your child understand the different methods of communication (eg email, online forums etc)?

Can your child navigate the web to complete simple searches?

Can your child use the internet for learning and communicating with others, making choices when navigating through sites?

Does your child know that websites sometimes include pop-ups that take them away from the main site?

Can your child recognise advertising on websites and learn to ignore it?

Does your child know that bookmarking is a way to find safe sites again quickly?

Can your child begin to evaluate websites and know that everything on the internet is not true?

Can your child send and receive email as a class?

Can your child recognise what is personal information and keep it private?

Does your child know that personal information should not be shared online?

Can your child use a password to access the secure network?

Does your child know what to do if they are concerned when they use the internet and other technology?

Does your child know they must tell a trusted adult immediately if anyone tries to meet me via the internet?

Does your child know what to do if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?

Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?

Does your child understand the need for rules to keep them safe?

Is your child aware that people might use the internet and other technology to harm or upset?

