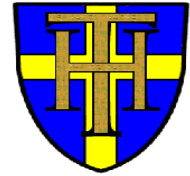
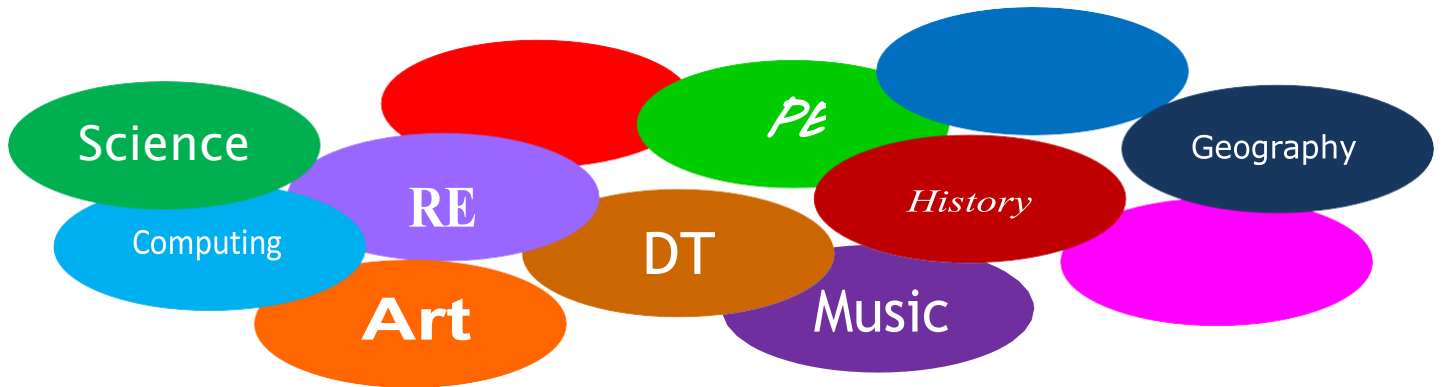


Age-related expectations

Year One



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.

Health and SMSC

Holy Trinity CE 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**.

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



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?

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 Waltham Cross with Goffs Oak 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?



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?





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)

From Discover RE for end of year statements

Computing

Use Herts Scheme of Work