



YEAR 1 LEARNING EXPECTATIONS

Updated Sept '21

Unit 1 - Who We Are (ongoing)

Unit 2 - How We Express Ourselves

Unit 3 - How We Organise Ourselves

Term 1

MATHS

Number

Numbers are a naming system. Making connections between our experiences with numbers can help us develop number sense.

- ★ Begin to read and write whole number to 20 or beyond
- ★ Demonstrates 1:1 correspondence of numbers and manipulatives to 20 or beyond.
- ★ Connect number names, numerals, and quantities.
- ★ Begin to develop strategies for accurately counting and keeping track of quantities up to 20
- ★ Connect number names and numerals to the quantities they represent (1-20)
- ★ Compare numbers using the mathematical terms e.g. more than, less than, same as, bigger than smaller than, between

Pattern and Function

Patterns can be represented using numbers and other symbols

- ★ Show understanding of patterns by continuing a given pattern. (sounds, actions, objects).
- ★ Create their own pattern using objects, drawings, numbers, movements and sounds.

Data Handling

We collect information to make sense of the world around us.

- ★ Understand that information about themselves and their surroundings can be obtained in different ways
- ★ Represent information through pictographs and tally marks
- ★ Create living graphs using real objects and people

Measurement

Events can be ordered and sequenced

- ★ Understand that events in daily routines can be described and sequenced
- ★ Begin to name the months of the year in order, and read the date on a calendar

Shape and Space -

Shapes are classified and named according to their properties.

- ★ Sort, describe and label 2D shapes

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- ★ Understand that geometric shapes are useful for representing real-world situations

LANGUAGE

Reading

There are established ways of setting out print and organising books.

- ★ Begin to read and understand familiar print from the immediate environment, for example signs, advertisements, logos, ICT iconography

The sounds of spoken language can be represented visually.

- ★ Understand sound-symbol relationships and recognise familiar sounds/symbols/words (phonological awareness, digraphs, initial and final blends, vowel sounds)

Writing

People write to tell about their experience, ideas and feelings.

- ★ Participate in shared writing, observing the teacher's writing and making suggestions
- ★ Read their own writing and explain their pictures to the teacher and classmates, realising that what they have written and drawn remains unchanged
- ★ Create illustrations to match their own written text

Writing conveys meaning

- ★ Discriminate between types of code, for example, letters, numbers, symbols, words/characters
- ★ Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas

Speaking and Listening

People ask questions to learn from others

- ★ Begin to ask questions using the appropriate question words and give relevant answers to questions.

People listen and speak to share thoughts and feelings

- ★ Listen and respond in small or large groups for increasing periods of time
- ★ Follow classroom instructions, showing understanding
- ★ Develop an ability to follow routine class directions and whole group directions
- ★ Describe personal experiences;
- ★ Talk about the stories, writing, pictures and models they have created

Viewing and Presenting

The pictures, images and symbols in our environment have meaning

- ★ Observe visual cues that indicate context; show understanding by matching pictures with context

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	<ul style="list-style-type: none"> ★ Recognise familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences ★ Select and incorporate colours, shapes, symbols and images into visual presentations <p>We can enjoy and learn from visual language</p> <ul style="list-style-type: none"> ★ show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages ★ Make personal connections to visual texts, for example, a picture book about children making friends in a new situation ★ Attend to visual information showing understanding through play, gestures, facial expression ★ Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise
	<p>Social Studies <u>Strand: Social Organisation and Culture</u></p> <ul style="list-style-type: none"> ★ The study of people, communities, cultures and societies ★ The ways in which individuals, groups and societies interact
	<p>PSPE <u>Strand: Active Living</u></p> <ul style="list-style-type: none"> ★ The promotion of safety; rights and responsibilities we have to ourselves and others to promote well-being ★ Making informed choices and evaluating consequences , and taking action for healthy living now and in the future
<p>Unit 4 How the World Works Unit 5 Sharing the Planet</p>	
<p>Term 2/3</p>	<p>MATHS <u>Number</u></p> <p>Numbers are a naming system. Making connections between our experiences with number can help us develop number sense. Numbers can be used in many different ways for different purposes in the real world.</p> <ul style="list-style-type: none"> ★ Demonstrates 1:1 correspondence of numbers and manipulatives to 20 or beyond. ★ Compare and order number to at least 20 and be able to position on a number line ★ Use the vocabulary associated with ordinal numbers 1st to 10th in real life situations.

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- ★ Share objects equally between 2 people (half).
- ★ Model addition and subtraction of whole numbers using manipulatives

Pattern and Function

Patterns can be represented using numbers and other symbols

- ★ Oral demonstration of number patterns; odd & even, skip counting
- ★ Describe number patterns (i.e. odd and even numbers, skip counting)

Shape and Space

Shapes are classified and named according to their properties.

- ★ Sort, describe and label 3D shapes
- ★ Understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes
- ★ Understand that there are relationships among and between 2D and 3D shapes
- ★ Understand that geometric shapes are useful for representing real-world situations

Measurement

Measurement involves comparing objects and events.. Objects have attributes that can be measured using non-standard units..

- ★ Describe, compare and measure length, mass and capacity using non- standard units e.g. straws, cubes etc. to solve problems in real life situations.
- ★ Use and explore standard and non-standard units of measurement: length, mass, and capacity.
- ★ Use the vocabulary related to length, mass and capacity e.g. more, less, longer, shorter, heavier, lighter, empty, full etc. to compare attributes of real objects by making direct comparisons.

LANGUAGE

Reading

Printed information can tell about the real world

- ★ Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level
- ★ Begin to read and understand familiar print from the immediate environment, for example signs, advertisements, logos, ICT iconography

Written language works differently from spoken language

- ★ Begin to identify and use reading strategies (teacher monitors miscues to identify strategies used and strategies to be developed)
- ★ Begins to listen and respond to read-aloud situations; make predictions, anticipate possible outcomes
- ★ Understand sound-symbol relationships and recognise familiar sounds/symbols/words

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- ★ Begin to recognise an increasing bank of high-frequency and high-interest words

Writing

Everyone can express themselves in writing

- ★ Develop confidence with writing using different writing implements and media
- ★ Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story

Writing conveys meaning

- ★ Form letter/characters conventionally and legibly, with an understanding as to why this is important within a language community
- ★ Demonstrate an awareness of the conventions of written text, for example, sequencing, spacing, directionality

Speaking and Listening

People communicate using different languages

- ★ Realize that people speak different languages
- ★ Begin to use grammatical rules of the language(s) of instruction
- ★ Distinguish beginning, medial and ending sounds of words with increasing accuracy
- ★ Memorise and join in with poems, rhymes and songs
- ★ Use their mother tongue (with translation, if necessary) to express needs and explain ideas

Everyone has the right to speak and be listened to

- ★ Develop the ability to recall, retell and sequence familiar events and stories
- ★ Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form
- ★ Talk about the stories, writing, pictures and models they have created
- ★ Predict likely outcomes when listening to texts read aloud

Viewing and Presenting

Visual language is all around us

- ★ Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions
- ★ Locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television and apps

SCIENCE

Strand: Living things

- ★ The study of the characteristics, systems and behaviors of humans and other animals, and of plants

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	<ul style="list-style-type: none">★ The interactions and relationships between and among them, and with their environment★ Students will identify the parts of plants that are used by other living things (for example, for food, shelter, tools)★ Students will be aware of the role of plants in sustaining life (for example, providing oxygen, food)★ Students demonstrate an understanding that plants change from seed to flower★ Students show responsibility when caring for plants. <p><u>Strand: Earth and Space</u></p> <ul style="list-style-type: none">★ The infinite and finite resources of the planet
	<p>Social Studies</p> <p><u>Strand: Resources and the Environment</u></p> <ul style="list-style-type: none">★ The interaction between people and the environment; the study of how humans allocate and manage resources★ The positive and negative effects of this management