



# My Termly Maths Foundational Skills

## Year One

### Autumn 1

- Sort Objects into sets
- Count objects to 10
- Represent numbers to 10 with objects
- Verbally count to 10
- Recognise numerals to 10 in words
- Count on to 10 from a number within 10
- Know one more within numbers within 10
- Count backwards within 10
- Know one less within numbers within 10
- Compare numbers of objects within in 10
- Compare numbers within 10
- Use more than, less than, greater than within 10
- Order objects and numbers within 10
- Complete a numberline to 10
- Understand the + symbol can be used to combine two parts
- Write number sentences using +
- Know number bonds within 10
- Know numbers TO 10
- Add two parts together to make a whole within 10
- Solve problems with numbers within 10
- Subtract within numbers to 10
- Find number fact families for numbers within 10
- Recognise and name 3D shapes – Cuboids, cubes, spheres, pyramids
- Sort 3D shapes
- Recognise and name 2D shapes – Rectangles, squares, circles, triangles,
- Sort 2D shapes
- Create patterns with 2D and 3D shapes

### Spring

- Count to 20
- Know that 10 ones are equal to 1 ten
- Represent 10 in different ways
- Recognise teen numbers
- Represent teen numbers in different ways
- Know how many tens and ones are in teen numbers and 20
- Know one less and one more to numbers within 20
- Complete numberlines to 20
- Understand what estimate means
- Estimate where numbers to 20 are on a numberline
- Compare numbers to 20
- Order numbers to 20
- Count on from a given number to 20
- Add within numbers to 20
- Find and make number bonds to 20
- Find doubles to 20
- Subtract within numbers to 20
- Find missing numbers within 20
- Count from 20-50
- Recognise how many tens are in numbers 30, 40, 50
- Count by making groups of 10 to 50
- Identify how many tens and ones are in a number to 50
- Partition a number to 50 in tens and ones
- Complete and use a number line to 50
- Identify one more and one less to 50
- Compare length and heights using shorter, longer and taller
- Use non-standard units-object to measure lengths
- Use CM and rulers to measure length
- Use language heavier and lighter
- Use non standard measures to measure mass
- Compare the mass of two objects using non-standard units
- Understand the capacities full and empty
- Use more than and less than to compare volume
- Measure the capacity using non standard units
- Use more than and less than to compare capacity

### Summer

- Count in 2's forwards and backwards
- Count in 5's forwards and backwards
- Count in 10's forwards and backwards
- Recognise equal groups
- Add equal groups
- Make arrays
- Understand what a row and column is
- Make doubles and explain a double is 2 equal groups
- Make equal groups
- Recognise a half of an object and a shape
- Find a half of an object or shape
- Recognise half of a quantity
- Find a half of a quantity
- Recognise a quarter of an object and a shape
- Find a quarter of an object or shape
- Recognise quarter of a quantity
- Find a quarter of a quantity
- Use the language full, half, quarter and three quarters to describe turns
- Use the language left and right to describe position
- Use the language forwards and backwards to describe position
- Use above and below to describe position
- Count from 50-100
- Recognise how many tens are in numbers 50-100
- Partition a number to 100 in tens and ones
- Complete and use a number line to 100
- Identify one more and one less to 100
- Compare numbers to 100 with the same amount of 10's
- Compare any two numbers
- Recognise different coins
- Recognise notes
- Count coins in 2's 5's and 10's
- Sort and order events using before and after
- Know and order the days of the week
- Know and sequence the months of the year
- Understand hours, minutes and seconds.
- Know that seconds are shorter
- Tell the time to one hour
- Tell the time to the half hour



# My Termly Writing Foundational Skills

## Year One

### Autumn 1

#### Planning, Composition and Editing

- Write a simple dictated sentence correctly with a capital letter and full stop
- Write and remember a dictated sentence that starts with an opener. (The, He, She, It, They).
- Write and remember a dictated sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally).
- Read a sentence by putting my finger under each word checking it makes sense.

#### Grammar and Punctuation

- Write a dictated sentence starting with a time word (time adverb / time adverbial) and ending with a full stop.
- Write a dictated sentence starting with an opener and ending with a full stop.
- Use adjectives to describe a noun (size and colour).

#### Handwriting

- Sit at a table properly and hold my pencil correctly.
- form lower case letters correctly, starting and finishing in the right place.
- All letters sit on the line. T
- all letters (ascenders) touch the line above.
- Use short letters.
- Use finger spaces between words
- Teach stage 2 letter families

#### Spelling

- A, we, she, put, I one, his, they, he, by, pull, push, to, do, of, friend, some, you, your, house, said, there, was, full once
- Spell words containing set 2RWI sounds

### Spring

#### Planning, Composition and Editing

- Think, say and remember a sentence that starts with an opener. (The, He, She, It, They).
- Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally).
- Read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence.
- Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly).
- Correct any missing capital letters at the start of a sentence and for names of people.

#### Grammar and Punctuation

- Write in the past tense.
- Use a capital letter for names of people.
- Use the conjunction 'and' to join two words. (The tree was tall and green).
- Read a sentence by putting finger under each word checking it makes sense.
- Add missing words to a sentence-

#### Handwriting

- My letters are close together when I write a word (snuggle my letters).
- I fill the line with my writing
- Revisit stage 2 letter families

#### Spelling

- Are, go, today, so, were, no, where, come, be, our, me, my, love, school, ask, says
- Spell words containing set 3 RWI sounds

### Summer

#### Planning, Composition and Editing

- Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What)
- Think, say and remember a sentence that starts with new time adverbial and ends with a full stop or an exclamation
- mark.
- Use a question mark to demarcate a question sentence starting with Will and What.

#### Grammar and Punctuation

- Use the personal pronoun 'I' (when writing a personal recount).
- To write in the first person, I, My, We.
- Use adjectives to describe
- Use a wider variety of openers (Once upon a time...)
- Increase use of a variety of time words (time adverbials / time adverbs) (Later, Soon, At last....)
- Use 'and' to join words and to join clauses in sentences.
- Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash).
- Write in the present tense (character description / instructions).

#### Handwriting

- Form uppercase letters correctly, starting and finishing in the right place.
- Fill the line with writing and start a new line when there is not enough space to write the complete word.
- Teach capital letters

#### Spelling

- Use spelling rules for adding ing, ed, er, s, er, est, es



# My Termly Reading Foundational Skills

<u>Year One</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read all Set 2 sounds</li> <li>• Read words containing set 2 sounds</li> <li>• Read Pink Storybooks</li> </ul> <p>Red words: all, my, like, I've, the, want, you, we, be, no, her, are, me, said, he, she, to, washing, some, so</p> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of what is read to them.</li> <li>• Can describe main events in simple stories.</li> <li>• Can correct what they have read when prompted.</li> <li>• Demonstrates basic understanding when talking about what they have read.</li> </ul>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read all Set 2 sounds confidently</li> <li>• Recognise the first 10 Set 3 sounds</li> <li>• Read words containing all set 2 sounds and the first 6 Set 3 sounds including split digraphs</li> <li>• Read Yellow Storybooks</li> </ul> <p>Red Words : what, they, do, said, you, to, the, me, be, want, my, go, he, no, old, are, all, we, so, was, her, call, some, saw, her, to, all, was, they,</p> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Reading is seen as a pleasurable activity</li> <li>• Recognises and joins in with predictable phrases and is able to retell familiar stories.</li> <li>• Understands both the books they can already read and those they listen to</li> <li>• Checking, with prompting, that text makes sense to them and can self- correct with support.</li> <li>• Begins to understand the difference between fiction and non-fiction</li> <li>• Begins to participate in discussions about books</li> </ul>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read all Set 3 sounds</li> <li>• Read words containing set 2 and 3 sounds</li> <li>• Read Blue Storybooks</li> </ul> <p>Red words: watch(es), of, said, want, you, are, school, small, do, what, their, your, who, tall, call, brother, were, I'm, I've, baby, there, fall, any, where, wall, does, were, all, one, said, of, to, they, any, other, two, her, there, I'm, could, I've, what, do, ball, would, want, their, watch, some, water, are, was, wash, you, anyone, over, who, school, wasn't, once, son, where, saw, whole, small, tall, people</p> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Can recite some simple poems by heart.</li> <li>• Discusses word meanings, linking new meanings to those already known</li> <li>• Understands both the books they can already read accurately and fluently and those they listen to by:</li> <li>• Check that the text makes sense to them as they read and self-correct</li> <li>• Predict what might happen on the basis of what has been read so far -making inferences</li> <li>• Understands the difference between fiction and non-fiction</li> <li>• Participates in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>