Little Heaton CofE Primary School

End of Year Expectations

In this pack you will find:

*Year group age related expectations (The key objectives to be at the expected level for your child's year group) for Reading, Writing and Maths.

*Writing age expectation mat- to help you and your child with what they need to include when writing at home and in school for their age - this includes spelling facts for your child's year group.

*Guides for helping you with ways to practise reading, spelling and maths in fun ways.

*Spelling expectations from Reception to Year 6 so that you can check the words your child needs to be able to read and spell, correctly according to their age.

*Maths packs: Time tables, shape knowledge, 100 square.

Please use this pack to help you when practising the key skills of reading, writing and maths facts at home. If you require any other helpful packs/ posters- ask your class teacher or send a request via the school office with: your child's name, class and the 'request for an information pack for or arrange a meeting with a subject leader for the area you may have questions about.

Our Christian values.

Y1 Maths: I Can Checklist

Geometry – Properties of Shapes I can: recognise and name common 2-D and 3-D shapes, including:	✓
2-D shapes [for example, rectangles (including squares), circles and triangles]	
3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	
Geometry – Properties of Shapes I can:	✓
describe position, direction and movement, including whole, half, quarter and three-quarter turns.	

Y1 Maths: I Can Checklist

Number – Number and Place Value I can:	✓
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	
given a number, identify one more and one less.	
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.	
read and write numbers from 1 to 20 in numerals and words.	
Number – Addition and Subtraction I can:	✓
read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	
represent and use number bonds and related subtraction facts within 20.	
add and subtract one-digit and two-digit numbers to 20, including zero	
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	
Number – Multiplication and Division I can:	✓
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
Number – Fractions I can:	✓
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.	

Y1 Maths: I Can Checklist

Measurement I can: **compare, describe and solve practical problems for:**	✓
lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	
mass/weight [for example, heavy/light, heavier than, lighter than]	
given a number, identify one more and one less.	
capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	
time [for example, quicker, slower, earlier, later]	
measure and begin to record the following:	✓
lengths and heights	
mass/weight	
capacity and volume	
time (hours, minutes, seconds)	
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.	

Writing Mat
Expected Year 1

Punctuation Power!	
	Spaces between words
A	Capital letters at the beginning of a sentence, for names of people, places, days of the week and 'I' (me)
.	A full stop at the end of a sentence
!	Exclamation marks for surprise
?	Question marks for questions

Joining Ideas
and
fish **and** chips
bat **and** ball
Tim **and** Sam
I love football **and** I love school.

Super Spellings... I need to know **some** of these:

a	go	me	push	they
are	has	my	said	to
ask	he	no	says	today
be	here	of	school	was
by	his	one	she	we
come	house	once	so	were
do	I	our	some	where
friend	is	pull	the	you
full	love	put	there	your

Days of the week

Monday	Tuesday	Wednesday		
Thursday	Friday	Saturday	Sunday	

More than One!

Use -s and -es to make plurals.

three bears

some dishes

Fantastic Phonics
Say the word. **Split** it into phonemes. **Write** the graphemes. Use your phonics knowledge to spell words.
Read and write these:
j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er
ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e

Super Suffixes		
Use -ing, -ed and -er to make new words.		
playing	played	player
helping	helped	helper

Top Tips
Say your whole sentence out loud first.
Read it back to check that it makes sense and make changes.

Year 1 Reading Checklist

Working at the expected standard

Pupil(s) are beginning to independently apply their knowledge and skills:	
To blend sounds in unfamiliar words using the GPCs that they have been taught.	
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.	
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
To read words containing taught GPCs.	
To read words containing –s, –es, –ing, –ed and –est endings.	
To read words with contractions (for example, I'm, I'll, we'll).	
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.	
To re-read texts to build up fluency and confidence in word reading.	
To continue to demonstrate a pleasure in reading and a motivation to read.	
To link what they have read or hear read to their own experiences.	
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	
To retell familiar stories in increasing detail.	
To recite simple poems by heart.	
To discuss word meaning and link new meanings to those already known.	
To check that a text makes sense to them as they read and to self-correct.	
To predict what might happen on the basis of what has been read so far.	
To begin to make simple inferences.	
To discuss the significance of titles and events.	
To join in discussions about a text, take turns and listen to what others say.	

Year 1 Writing Checklist

Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use –s and –es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes –ing, –ed, –er and –est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

Help your child with spelling

Different media

Provide different media for children to write and make marks with e.g. paint and paintbrushes, chunky markers on large paper, chalk on the pavement or patio, dry-wipe markers on the mirror or using fingers in shaving foam, or custard. You could also encourage children to explore making marks on a computer or tablet device.

Flashcards

Have flashcards, letter tiles or similar items around for children to use to spell out words.

Make a copy

Children could copy out the spelling list in alphabetical order or from shortest to longest.

Grab a dictionary

Have a dictionary to hand for looking up unfamiliar words

Narrow it down

Narrow down long lists and focus on 4 to 5 at a time.

Get moving

Use physical activity - for each letter of the word get children to do a star jump, walk up or down a step, touch their toes etc.

Games

Make the list into a game - try playing hangman, making word searches or coming up with crosswords.

Shout out

Encourage your child to spell words out loud on long car journeys or when walking to school.

Encourage your child to read.

Good readers are often good spellers!

(phonics) Reception

Phase 2 to 5 Tricky Words

Reception | Reception/year 1 | year 1

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

All children from the early years are expected to read and spell these words correctly all the time

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	said	too
as	don't	I'm	Mrs	saw	up
asked	down	if	mum	see	very
at	for	in	my	she	was
back	from	into	no	some	we
be	get	is	not	so	went
big	go	it	now	same	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

Help your child with reading

I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

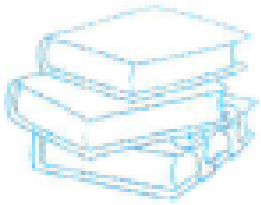
Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!

Top Tips

For Reading with Your Child at Home



As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.

Help your child with

maths

I spy

...make a game of spotting shape and patterns in real life

Get tools

...make tools like rulers, weighing scales, calculators and measuring tapes easily accessible around the house.

Use games

...encourage games such as card games or board games that involve counting or patterns.

Cook up a storm

...use measuring out ingredients to reinforce maths skills.

Ask questions

...ask questions comparing real life things. Which do you think is... the tallest, the smallest, the heaviest, the longest, the fastest, the most expensive?

Talk about it

...find out what skills are being taught in maths lessons and for homework. Be sure to ask about how answers were worked out!

Go online

...look online & in app stores for appropriate number and problem-solving games.

Out and about

When shopping count up the shopping and count out change together.

Involve maths in everyday life.

Money, cooking, music, computers, art, construction etc...

any real life situation!

100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practical Maths Activities

A Guide for Parents

Children's early maths skills start to develop from birth, as they are instinctively attracted to the shapes that make up the human face. As they grow and develop, they continue to learn through their play and sensory experiences. The Twinkl Parents' Guide to Mathematical Development explains the key skills that children learn in their early years, and how you can support this development. To outline, these key skills are:

- **language and vocabulary** of maths (e.g. more than, less than, heavy, light, tall, short, etc.)
- **sequencing numbers** (counting forwards and backwards)
- **understanding position** (on, in, under, behind, next to, etc.)
- **showing awareness of time** (knowing daily routines, talking about today, tomorrow, yesterday, this morning, tonight, etc.)
- **being aware of shapes and patterns in the world around us** (seeing common 2D and 3D shapes and beginning to name them, recognising patterns and sequences)
- **beginning to understanding one-to-one correspondence** (knowing that when we count, one number name represents one object or group of objects)
- **beginning to understand conservation** (understanding that four is always four no matter how it looks or what it refers to, e.g. number '4', word 'four', four buttons on your coat, four years old, etc.)

Maths is all around us, and there are lots of practical things that parents and carers can do to encourage children's development and understanding as part of day-to-day routine. Here are some ideas to get you started. Remember, young children learn best through play and exploration, guided but not directed by adults.

Activity	Things to Do	Areas covered (see list above)
Stories, songs and rhymes 	• Share books with a specific reference to numbers or counting, shape or pattern. • In picture books, count how many animals on the page, how many objects are blue, etc. • Look for the shapes of objects or talk about their position in the picture. • Sing songs and share rhymes that feature numbers and counting: search online for great examples and some help with the tunes and the singing!	All
Sand and water 	• Provide lots of different containers in the sandpit, water tray or bathtub. Talk about concepts such as heavy, light, full and empty. • Look at how much a container will hold, and see if it still holds that amount if you pour it out and then in again. See if you can find two different shaped containers that hold the same amount. • Make shapes and patterns with sandcastles or objects in the sand. • Compare weight or capacity of different containers. • Talk about the weight difference between wet and dry sand.	Language and vocabulary Conservation Shapes Patterns

Activity	Things to Do	Areas covered (see list above)
Playdough or pastry 	• Make and describe different shapes, e.g. short, long, fat, thin. • Make 2D and 3D shapes. • Build a playdough model and use positional language, e.g. 'Now I'm putting the monster's head on top of his body'. • Explore the fact that when you change the shape of a ball of playdough, the amount of playdough doesn't change. • Make a playdough pattern, e.g. 'red, blue, red, blue' or 'circle, square, circle, square'.	Language and vocabulary Shapes Patterns Position Conservation
Imaginative play 	• Do the laundry together. Sorting clothes into different colours or types (e.g. shirts, trousers) will develop understanding of shape, colour and patterns. Pairing socks will start an understanding of shape matching and counting in twos. • Ask your child to help set the table for the family or for a toys' picnic. Talk about how many forks, spoons, cups, etc. you need, and count out the right amount. • Play shops. Use pretend or real fruit, vegetables or other items and pretend to buy and sell. Great opportunities for counting and getting used to money.	Language and vocabulary Shapes Patterns Sequencing numbers One-to-one correspondence
Cooking 	• Bake cakes together. Talk about weight of flour, volume of milk, number of eggs, the amount of time the cakes will bake for, how hot the oven will be. • Use leftover pastry like playdough (see above) then bake your creations. • Decorate cakes or biscuits in different patterns or with different shapes. • Cut vegetables or fruit into different shapes. • Make a pattern with different colours or shapes of fruit and vegetables. • Count out how many potatoes, bread rolls, carrots, etc. you need to make a family meal.	Language and vocabulary Sequencing numbers One-to-one correspondence Shapes Patterns
Day-to-day routine 	• Talk about the daily routine. Point out days on the calendar and times on the clock and use language such as **today, tomorrow, yesterday, this morning, now, next, after that** and so on. Refer to the days of the week and the idea of weekdays and weekends. • Count whilst brushing teeth, or use a toothbrush timer. • When tidying up, count the bricks back into the tub or the teddies back into the tub.	Time Sequencing numbers One-to-one correspondence

Activity	Things to Do	Areas covered (see list above)
In the garden 	• Count the petals on flowers and leaves on plants or leaflets on leaves such as ferns. • Look for patterns and spirals in things like seed heads and pine cones. • Plant seeds and count how many holes/pots you need. • Find shapes in nature. Go on a scavenger hunt and see how many different shapes you can find. • Look for patterns on flowers, leaves, snail shells, butterflies, ladybirds, etc. • If you're interested in patterns in nature, look up the Golden Ratio and Fibonacci Sequence online.	Language and vocabulary Sequencing numbers Shapes Patterns Position One-to-one correspondence
Out for a walk 	• Look for numbers in the environment, e.g. on car registrations, houses, road signs. House numbers are a great way for starting to introduce odd and even numbers. • Look for different shapes on buildings, signs, vehicles. • Stand on a bridge over a road and count cars. • Talk about what you can see in terms of position, e.g. 'Look, there's a red van **in front of** the Post Office.' 'Look at that white cat **on top** of Granny's fence.'	Language and vocabulary Sequencing numbers Shapes Position One-to-one correspondence

1

1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10
11 x 1 = 11
12 x 1 = 12

2

1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24

3

1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30
11 x 3 = 33
12 x 3 = 36

4

1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40
11 x 4 = 44
12 x 4 = 48

5

1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

6

1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72

7

1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84

8

1 x 8 =
2 x 8 =
3 x 8 =
4 x 8 =
5 x 8 =
6 x 8 =
7 x 8 =
8 x 8 =
9 x 8 =
10 x 8 =
11 x 8 =
12 x 8 =

9

1 x 9 =
2 x 9 =
3 x 9 =
4 x 9 =
5 x 9 =
6 x 9 =
7 x 9 =
8 x 9 =
9 x 9 =
10 x 9 =
11 x 9 =
12 x 9 =

10

1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

11

1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110
11 x 11 = 121
12 x 11 = 132

12

1 x 12 = 12
2 x 12 = 24
3 x 12 = 36
4 x 12 = 48
5 x 12 = 60
6 x 12 = 72
7 x 12 = 84
8 x 12 = 96
9 x 12 = 108
10 x 12 = 120
11 x 12 = 132
12 x 12 = 144

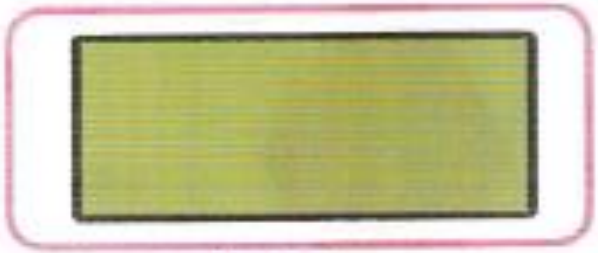
Properties of 2D Shapes

curved

longer

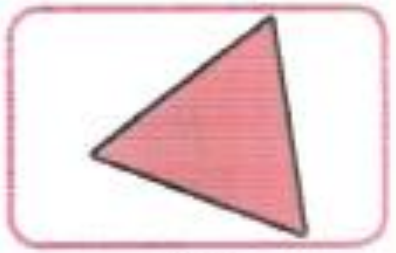
sides

straight



shorter

2 dimensional



equal

corners

symmetry

length

Properties of 2D Shapes

circle
curved side

octagon
8 straight lines
8 corners

rectangle
4 straight sides
2 long sides
2 short sides
4 corners

square
4 sides
4 equal length sides
4 corners

rhombus
4 straight lines
4 corners

hexagon
equal sides
6 lines of symmetry
3 pairs of parallel lines
6 corners

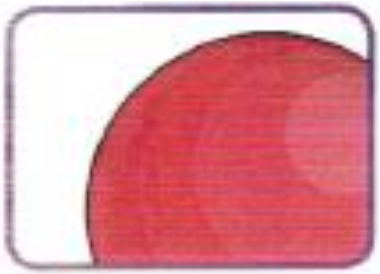
pentagon
5 equal sides
5 lines of symmetry
straight lines
5 corners

triangle
3 equal sides
3 lines of symmetry
straight lines
3 corners

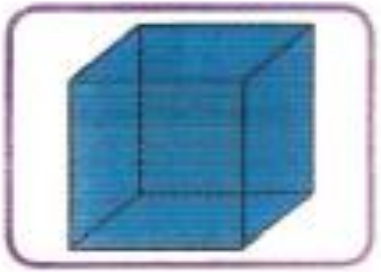
Properties of 3D Shapes

Curved

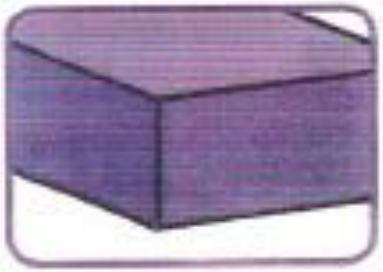
Straight



Round

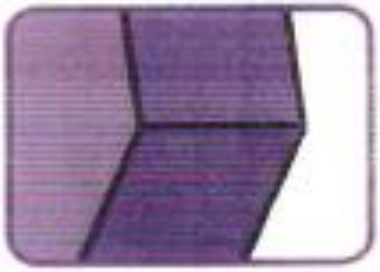


Solid



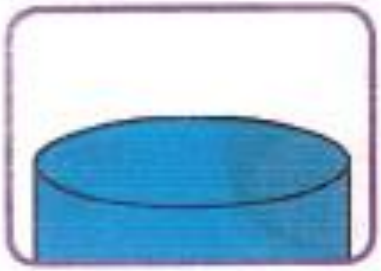
Vertices

Point

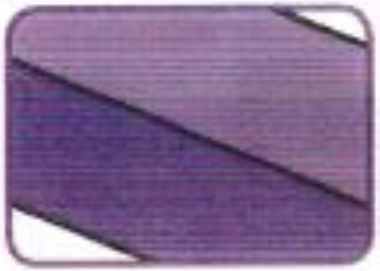


Corner

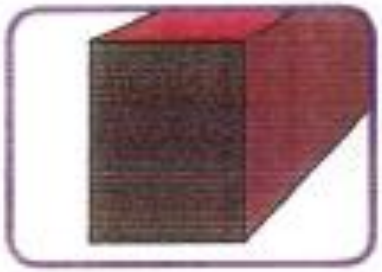
Surface



Face



Edge



End

Properties of 3D Shapes

Cube
6 faces
8 vertices
12 edges

Sphere
1 face
0 vertices
0 edges

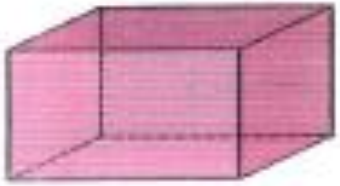
Cylinder
3 faces
0 vertices
2 edges

Octagonal Prism
10 faces
16 vertices
24 edges

Square-based Pyramid
5 faces
5 vertices
8 edges

Cone
2 faces
1 vertex
1 edge

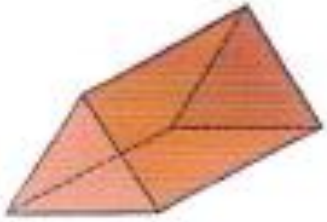
Tetrahedron
4 faces
4 vertices
6 edges



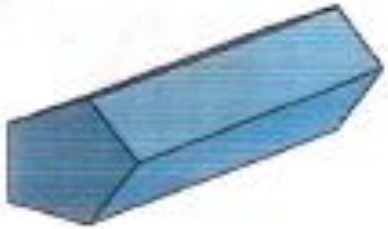
Rectangular Prism
6 faces
8 vertices
12 edges

Hexagonal Prism
8 faces
12 vertices
18 edges

Octahedron
8 faces
6 vertices
12 edges



Triangular Prism
5 faces
6 vertices
9 edges



Pentagonal Prism
7 faces
10 vertices
15 edges