



Crayke Church of England Primary School

EYFS 'I can statements' RECEPTION Into National Curriculum Year 1

Communication and Language		
ELG and NC Year 1	ELG	NC
<p>Listening, attention and understanding: 'spoken language underpins the development of reading and writing.' NC page 3</p> <p>'teachers should ensure the continual development of pupils confidence and competence in spoken language and listening skills' NC pg3</p>	<p>I am beginning to listen I am learning to listen and respond appropriately I can tell you a little bit about what you said I am beginning to ask questions I am beginning to hold a conversation I can talk to my teacher and my friends</p>	<p>I know when to listen I can listen for an extended period of time (5-10 mins) I can tell you about what you just said or what I just heard I can respond with relevant questions I can ask questions confidently to clarify my understanding I can hold a conversation confidently I can engage verbally back and forth I can engage in conversation with my teacher, friends, and other children</p>

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Friendship Forgiveness Respect Determination 1



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<p>Speaking: ‘pupils should develop a capacity to explain their understanding of books and other reading, and prepare their ideas before they write’ NC pg3 (check out Plan Do and Review (PDR) in School of Spread the Happiness)</p> <p>‘pupils should also be taught to understand and use the conventions for discussion and debate.’ NC pg3</p>	<p>I can participate in a one-to-one discussion I can participate in a small group work I am beginning to have and share my ideas I am learning new vocabulary all the time I am beginning to use new vocabulary in play I am beginning to use vocabulary from rhymes I am beginning to use story language when sharing a story I am beginning to express ideas and feelings in a full sentence I can speak in a full sentence I am beginning to use ‘and’ to connect two sentences orally</p>	<p>I can participate in a range of situations one to one, small group and class discussions I can share my own ideas. I have an increasing vocabulary to draw on in conversation I can offer explanations of ‘why’ I can use new vocabulary from stories I can use non-fiction vocabulary I can use vocabulary from rhymes and poems I can confidently express ideas and feelings about my experiences in full sentences I can tell you what ‘I did’ this morning or yesterday I can tell you what ‘I am doing’</p>
		<p>I can tell you what ‘I will’ do in the future play session I consistently use and to join a sentence</p>

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Personal, Social and Emotional Development		
ELG and National curriculum Year 1	ELG	NC
<p>Self-regulation</p> <p>Guidance for PSHE for schools updated 13th Sept 2021 Addition of Relationship Education (primary)</p> <p>A school must teach a PSHE curriculum (add into this at Year 1 uncovered ELG or revisit and highlight what needs to be continuous within Year 1 linking through Nursery and Reception)</p>	<p>I am beginning to show understanding of my own feelings</p> <p>I am beginning to show understanding of other people's feelings</p> <p>I am learning ways to regulate my behaviour</p> <p>I am beginning to set simple goals with an adult</p> <p>I am learning to work towards achieving simple goals</p> <p>I am beginning to know I have to sometimes wait for what I want</p> <p>I am learning to control my immediate impulses where appropriate</p> <p>I can focus sometimes</p> <p>I am learning to respond appropriately at different times of the day</p>	<p>I understand my own feelings</p> <p>I understand how other people are feeling</p> <p>I can successfully regulate my behaviour according to my feelings</p> <p>I can set simple goals with an adult</p> <p>I can work successfully toward simple goals</p> <p>I can always wait for what I want</p> <p>I can control my immediate impulses where appropriate I am always focused and giving the leading adult my full attention</p> <p>I consistently respond appropriately even when engaged in an activity</p> <p>I can follow instructions with several points</p>
	<p>I can follow simple instructions</p>	<p>I can follow instructions with several actions</p>

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<p>2. Managing self ELG</p>	<p>I am growing in confidence to try new activities I am beginning to show increased independence I am beginning to show increased resilience I am beginning to show perseverance in my play I am beginning to model the right choice during times when the whole class are together I am beginning to gain more praise for my right choices I can manage my basic hygiene, personal needs, and toileting with support I am beginning to understand the choices that are healthy for me</p>	<p>I am a confident child within the classroom activities I am a confident child when a new activity is introduced. I will give it a go I am independent I am resilient when faced with a challenge I show perseverance in challenges I can explain 'the rules' I know right choices and I know wrong choices – clearly I can manage my personal hygiene, personal needs, dressing and toileting independently I can toilet myself I know what's healthy for me to eat</p>
<p>3. Build relationships ELG</p>	<p>I am beginning work cooperatively with others I am beginning to play cooperatively with others I am beginning to take turns with others I am beginning to have regular friends that are good for me I am beginning to make positive relationships with adults and peers</p>	<p>I can work and play cooperatively I can take turns I can form positive attachments to adults I have regular friends that are good for me I form positive attachments to my peers I show sensitivity to my own needs and others</p>

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Physical Development		
ELG and National Curriculum	ELG	NC
<p>- Gross Motor National Curriculum 'master basic movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities'</p> <p>'participate in team games'</p> <p>'developing simple tactics for attacking and defending'</p> <p>'perform dances using simple movement patterns'</p>	<p>I am beginning to negotiate space when running in the outdoor environment or hall</p> <p>I am beginning to negotiate obstacles safely</p> <p>I can watch for others whilst moving</p> <p>I am growing in full body strength (DAP)</p> <p>I can balance on one leg for 4 seconds</p> <p>I am beginning to move by...</p> <ul style="list-style-type: none"> - rolling - jumping - running - hopping - skipping climbing dancing 	<p>I can successfully and skilfully negotiate space and obstacles safely</p> <p>I can consider others when I move and negotiate obstacles</p> <p>I am balanced and coordinated</p> <p>I have full body strength (DAP)</p> <p>I can energetically move by:</p> <ul style="list-style-type: none"> - dancing - jumping - running - hopping - skipping climbing

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<p>Fine Motor skills ELG Nothing in National Curriculum</p> <p>NOTE: 'until the age of 7 a child has laxity in the tendons. Beyond this the carpal bones have not settled and are not fully formed.'</p> <p>'carpal bones provide the stability for the first and middle finger. They also provide the stability for the</p>	<p>I can do a simple Dough Disco. I am beginning to cut with knives</p> <p>I am beginning to mark make for Squiggle</p> <p>I can hold a spoon to eat</p> <p>I can hold paint brush correctly</p> <p>I am beginning to use scissors with support</p> <p>I am beginning to draw things and you can clearly see what they represent</p>	<p>I can Dough Disco with many moves</p> <p>I can hold a pencil to make controlled letters</p> <p>I can cut shapes with scissors. (not templates)</p> <p>I can cut soft things with knife</p> <p>I can draw with a variety of apparatus</p> <p>I can make correctly formed letters within squiggle me into a writer</p>
<p>thumb and the abductor muscles in the palmar surface of the hand.' (earlyyearsreview.co.uk Handwriting Development in Early Years)</p>		<p>I can use cutlery with confidence</p>

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Literacy and English		
ELG and National Curriculum	ELG	NC
Comprehension ELG:	I can retell a story I have heard someone read I can retell a story using new vocabulary from the story I can anticipate what might happen next in a story I can use and understand recently introduced vocabulary during discussions about: Stories Non-fiction Rhymes and poems Role-play	I can listen and discuss recently introduced: Stories Non-fiction Rhymes and poems I can link what I read or hear to my own experiences I can retell key stories, fairy stories and traditional tales and consider their particular characteristics (plot, characters, problems and resolutions) I can recognise and join in with predictable phrases I can appreciate rhymes and poems I can recite a poem I can recite 8 simple rhymes I can discuss word meanings I can link new word meanings to those I already know

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Reading and phonics	<p>I know all 26 letter sounds I know 10 digraphs (two letter sounds, sh,ch,wh,th etc) I can read words by sound blending</p> <p>I can read aloud simple sentences</p> <p>I can read some common exception words</p> <p>Year 1 reading:</p> <p>I can apply phonic knowledge to decode words</p> <p>I can respond speedily with correct sound to graphemes for all 40+ phonemes.</p> <p>I can read accurately blended sounds and unfamiliar words.</p> <p>I can read common exception words (year 1) I can note unusual correspondences between spelling and sound in these words</p> <p>I can read words that contain s,-es,-ing,-ed,-er and -est endings</p> <p>I can read other words of more than one syllable I can read words with contractions (I'm, I'll, we'll) I can understand the ' means missing letters</p> <p>I can read aloud accurate books that link to my developing level</p> <p>I can reread a book to build my fluency and confidence</p>	<p>I understand words I read by drawing on what I already know, or background information and vocabulary provided by my teacher I can check the text makes sense</p> <p>I can correct inaccurate reading</p> <p>I can discuss the significance of a title</p> <p>I can discuss the significance of events in the book</p> <p>I can make a conclusion on the basis or what is being said and what is being done I can predict what might happen on what has been read so far</p> <p>I can participate in discussion about what is being read to me</p> <p>I can take turns in speaking and listening</p> <p>I can explain clearly my understanding of what is being read to me</p>
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<p>Writing:</p> <p>Handwriting Year 1</p> <p>I can sit correctly at a table</p> <p>I can hold a pencil correctly</p> <p>I am beginning to form letters, lower case, in the correct direction I am beginning to start and finish letters in the right place</p> <p>I can form capital letters</p> <p>I can form numbers 0 to 9</p> <p>I am beginning to learn handwriting 'families'</p> <p>(Squiggle Whilst you Wiggle and Squiggle me into a Writer)</p> <p>Spelling Year 1:</p> <ol style="list-style-type: none"> 1. I can spell words that contain my 40+ phonemes 2. I can spell common exception words 3. I can spell the days of the week 4. I can name the letters of the alphabet in order 5. I can use letter names 6. I can add a prefix 7. I can add a suffix 8. I can apply simple spelling rules 9. I can write words from memory 	<p>I can write letters that are recognisable, most are correctly formed</p> <p>I can make phonetically plausible attempts to spell words that are usually correct.</p> <p>I can write a simple sentence that you can read (ideally 3)</p>	<p>Writing – composition I can compose a sentence orally before writing it I can say my sentences out loud so you know what I am going to write</p> <p>I can sequence sentences to form short narratives. I can re-read my writing to check it makes sense I can discuss what I have written with a teacher I can discuss what I have written with my friend I can read aloud my writing clearly enough to be heard by everyone</p> <p>Writing -vocabulary, grammar and punctuation</p> <p>I can leave spaces between words</p> <p>I can join words and clauses using 'and'</p> <p>I am beginning to punctuate my sentences using a capital letter</p> <p>I am beginning to punctuate my sentences with a full stop. I am beginning to punctuate my sentences with question marks or even an exclamation mark</p> <p>I am using capital letters correctly for:</p> <p style="padding-left: 40px;">People, places, the days of the week, and 'I'</p> <p style="padding-left: 40px;">(see grammar appendix NC Year 1)</p>
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Mathematics		
Maths ELG and National Curriculum	ELG	NC

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<p>Number ELG and National Curriculum</p> <p>Within in EYFS and Year 1 it is recommended to teach number with C.R.O.W. (counting, recognising, ordering and writing) As the main priority. Without these basic number skills, the child will struggle with further maths concepts through Year 1</p>	<p>I can count out objects to 10 I can match objects to number amounts</p> <p>I can tell you how many to 5 by just looking. (subitise) I can rapidly and accurately make number amount judgements</p> <p>I know number bonds to make 5 – 1+4, 2+3, 3+2, 4+1 I know the subtraction reversal to 5 5-1,5-2,5-3, 5-4, equals</p> <p>I know several number bonds to ten</p> <p>I can practically use number bonds with objects</p> <p>I know part, part, whole process</p>	<p>I can to 100.</p> <p>I can count across 100</p> <p>I can count forwards to 100</p> <p>I can count backwards from 100 (given any number)</p> <p>I can, given a number, identify one more</p> <p>I can identify, given a number one less</p> <p>I can identify and represent numbers using objects I can identify and represent numbers using tallies I understand the maths terms: Equal to</p> <p>More than</p> <p>Less than Most</p> <p>least</p> <p>I can read numbers 1 to 20</p> <p>I can write numbers 1 to 20 (digit dance)</p> <p>I can read the words one to twenty</p> <p>I can write the words one to twenty</p> <p>I can read, write and interpret number sentence involving addition +</p> <p>I can read, write and interpret number sentences involving subtraction -</p> <p>I can read, write and interpret maths statements involving equals =</p>
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		<p>I can represent and use number bonds to 20 + I can represent and use subtraction number bonds from 20 –</p> <p>I can add and subtract one digit numbers</p> <p>I can add and subtract two digit numbers to 20</p> <p>I can solve one step problems with addition and subtraction</p>
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<p>Numerical pattern ELG</p> <p>Shape Year 1:</p> <ol style="list-style-type: none"> 1. I can recognise 2D shapes 2. I can recognise 3D shapes <p>Position and direction Year 1:</p> <ol style="list-style-type: none"> 1. I can describe position 2. I can describe direction 3. I can describe movement 4. I can use the terms whole, half, quarter and three quarter turns for describing movement 	<p>I can compare two quantities up to 10 when comparing two quantities I can tell you which is greater than when comparing two quantities I can tell you which is less than when comparing two quantities</p> <p>I can tell you when they are the same</p> <p>I can explore pattern in number by telling you the even and odd numbers I can divide up groups of objects equally (if possible) I can show number patterns through doubling facts</p>	<p>Multiplication patterns NC: can solve one step multiplication problems using objects or pictorial representation (teacher support)</p> <p>I can solve one step division problems using objects or pictorial representation (teacher support)</p> <p>Fractions NC: I can find half. I know half is equal part of object, shape or quantity I can find a quarter I know a quarter is four equal parts of a shape, object or quantity</p> <p>Measurement NC: I can compare, describe and solve practical problems for: Length and height Mass and weight Capacity and volume Time I can measure and record: Length and heights Capacity and volume</p>
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		<p>Time – hours, minutes and seconds</p> <p>I can recognise money and its value</p> <p>I can sequence in chronological language – before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening</p> <p>I can recognise and use language for: Days of week Number day of the month Months Year</p> <p>I can tell the time by hours, half past the hour. I can read and draw and analogue clock</p>
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U Understanding the World Geography History Science		
ELG and National Curriculum	ELG	NC

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EYFS 'I can statements' RECEPTION Into National Curriculum Year 1

<p>Past and present ELG:</p> <p>History:</p>	<p>I can talk about people who help me in my world</p> <p>I know who to ask for help in school</p> <p>I know the name of our school caretaker</p> <p>I am learning about the past through dinosaurs</p> <p>I know about crocodiles and alligators and how they are similar to dinosaurs</p> <p>I am beginning to learn about people from the past through stories</p> <p>I can tell you what jobs people in my community do and why</p> <p>I can tell you what jobs people in my school do</p> <p>I can tell you about dinosaurs and animals that exist now in our present time</p> <p>I can know some facts about dinosaurs and facts about animals now</p> <p>I understand that people in history made a difference in the world</p> <p>I know a story about someone from the past and can retell it (or about it)</p>	<p>Year 1 History:</p> <p>I can tell you about changes in my life</p> <p>I can tell you about events in history that effected change I can celebrate an anniversary.</p> <p>I can tell you about the life of a significant person in history</p> <p>I can tell you about a small piece of history from my local area</p>
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<p>Compare and contrast characters from stories, including figures from the past</p>	<p>I can tell you about the present I can tell you a story from the past I can tell you a fairy tale. I can tell you about the theme from the tale I can tell you about the characters I can tell you about a traditional tale from another culture</p>	<p>I can tell you about the present I can tell you a story from the past I can tell you a fairy tale. I can tell you about the theme from the tale I can tell you about the characters I can tell you about a traditional tale from another culture</p>
<p>Draw information from a simple map Geography Year 1</p>	<p>I can explore a google map of our school I can show you features I can look at a local street or railway map and explore our area Year 1 skills and fieldwork: I can use a world map I can use an atlas I can use a globe (to find the U.K.) I can use a compass with simple directions I can use locational language I can use left and right I can understand a simple aerial photo I know a local landmark I can explore my school grounds geographically</p>	<p>Locational Knowledge: I can tell you the name of the 7 continents (teacher support) I can tell you the five oceans (teacher support) I can tell you 3 of the four countries in U.K I can tell you the capital of England and Wales Place knowledge: I can understand geographical similarities and differences of small areas of the U.K I can understand geographical similarities and differences of a small area in non-EU country (not U.K.)</p>

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<p>People, Culture and Communities ELG:</p>	<p>I Can use a map to navigate my school and its outdoor environment</p> <p>I can tell you about plants and trees in my school environment</p> <p>I can tell you about someone else and what they believe and celebrate from stories I've heard in class</p> <p>I celebrate differences with a positive attitude</p> <p>I know about my own country and can tell you the similarities and differences between it and country we have explored in class.</p> <p>I can use nonfictional text</p>	<p>Human and Physical Geography Year 1:</p> <p>I can identify the seasons I can tell you about the weather today</p> <p>I know a hot place in the world I know a cold place in the world</p> <p>I am beginning to know where the equator is</p> <p>I am beginning to learn geographical vocabulary: Beach, cliff, coast Forest, hill, mountain Sea, ocean, river Soi, valley, vegetation</p> <p>I can identify key human geographical features: City or town Farm Factory House Port shop</p>
<p>The natural world ELG:</p>	<p>I can explore our outdoor classroom</p> <p>I can explore animals and plants</p> <p>I am beginning to learn about seasons</p> <p>I am beginning to make observational</p>	<p>I can tell you about the natural world in terms of seasons I can tell you about the countryside and why it's different to where I live. (or vice versa)</p>

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Expressive Arts and Design with Science Year 1		
Early Learning Goals:	ELG	NC
Creating with materials ELG: Art and design National Curriculum	I can mix colours and add white or black correctly to get the colour I want I can use tools for creative work safely and correctly I know what I need to create my design. I can tell you what my creation is and does I can tell you how I made my creation. I can observe my creation and make changes I create quality role play using props and materials.	I can use a range of materials creatively to make products I can use design skills to intend to use a range of materials creatively I can draw my ideas, experiences and imagination I can paint my ideas, experiences and imagination. I can sculpt my ideas, experiences and imagination I can use colour, pattern, texture, line, shape, form and space to develop my art techniques I know about an artist, craft maker or designer I can compare two artists, craft makers or designers with teacher support

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<p>Science National Curriculum Expressive Art and Design ELG</p> <p>Everyday materials NC: I can distinguish between an object and the material it is made from. I can identify materials and name them. (wood, plastic, glass, metal, water and rock) I can compare and group together a variety of materials.</p>	<p>I can tell you it's natural I can tell you it's manmade I can make observational drawings of plants and flower I can make observational drawings of animals. I can tell you about melting ice I can tell you about the rain, clouds and water cycle</p>	<p>Working scientifically: I can ask simple scientific questions I can recognise in science there can be more than one answer I can observe things closely using equipment I can perform simple tests I can identify and classify I can use my observations and ideas to suggest answers I can gather and record data to help answer scientific questions</p> <p>Plants: I can identify some common wild and garden plant</p>
<p>Seasonal change NC: I can identify four seasons. I am beginning to know the signs of season change. I can observe weather associated with a season. I can with teacher support observe the light hours of a day in each season.</p>		<p>I understand deciduous I understand evergreen. I can identify and describe plants using the terms:</p> <p>Animals including humans: I can identify and name a variety of common animals (including fish, amphibians, reptiles and birds) I can identify and name common mammals I can identify and name common animals I understand carnivores, herbivores and omnivores in the animal kingdom</p>

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Crayke Church of England Primary School

EYFS 'I can statements' RECEPTION Into National Curriculum Year 1

Being imaginative and expressive ELG:	<p>I can choose a song I like to sing</p> <p>I can repeat a simple nursery rhyme</p> <p>I can with support recount a story in play with props I can sing a song with an adult and my friends.</p> <p>I am beginning to stand on stage (Pallet in play) and be encouraged and supported to retell a story.</p>	<p>I can invent a story in my play</p> <p>I can recount a story in my play</p> <p>I can adapt a story in my play I can sing a well-known nursery rhyme or song</p> <p>I like to perform songs and rhymes with music</p> <p>I can recite a poem</p> <p>I can retell a story with a music map</p>
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FOLLOW YOUR PATHWAY AND WE GROW TOGETHER WITH CONFIDENCE

*You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you. John 15:16*

Friendship Forgiveness Respect Determination 21