

MATHS LEARNING WALL

YEAR ONE

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| I can measure how long something takes to happen - such as how long it takes me to run around the playground. | I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts. | <i>I know my number bond facts to 20 - such as $1+5 = 6$ and $5 = 6 - 1$.</i> | I add and subtract numbers up to 20 - such as $5+5$ or $12-8$. | <i>I use words such as long or short, longer or shorter, tall or short, double or half to describe my maths work when I am</i> | I know that coins have different values - such as 2p, 5p, 10p and 50p. |
| <i>When weighing, I use the words heavy or light, heavier than, lighter than to explain my work.</i> | <i>When you show me a number, I can tell you what is one more and one less.</i> | <i>I can count, read and write numbers up to 100.</i> | <i>I can count up and down from 0 to 100 and more.</i> | I can find numbers on a number line when I am solving problems with questions using equal to, more than, less than, most and least. | <i>When working with capacity, I use the words full or empty, more than, less than, half, half full and quarter to explain my work.</i> |
| <i>I can answer questions about time, such as Who is quicker? or What is earlier?</i> | I read and write numbers from 1 to 20 in numbers and words. | I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means. | I can solve some number problems such as $7 = ? - 9$. | I know and can use the maths symbols + and = in a number sentence. | I can measure the capacity of jugs of water and write down what I measure. |
| <i>I can name common 2-D shapes such as rectangles, squares, circles and triangles.</i> | I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and even- | <i>I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres.</i> | I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter | I can tell you the days of the week and months of the year and I can talk about weeks and months and years and what | <i>I can tell the time and draw hands on a clock for to the hour and half past the hour times.</i> |



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Dear Parents/Carer

National Curriculum Learning Walls – A Strategy to Support Next Steps in Learning

We are pleased to be able to share with you your child's Learning Walls. The Learning Walls (attached) are taken from the New National Curriculum and they outline the expectations as the minimum requirements your child must meet in order to ensure continued progress.

They have been converted to child friendly language to enable most of our children to access them and then reproduced in a handy wall format.

The children will be using the Learning Walls in school to establish their next steps in learning – the things they need to work on to progress towards achieving Age Related Expectations by the end of the school year.

We have decided to share the Learning Walls with parents/carers so that you know what your child is working on in school. We will be encouraging the children to self-assess by creating regular opportunities to reflect on their achievements during lessons. We will of course be supporting our younger readers and children who have difficulty in accessing the written words. It would be helpful if you could do the same. Any extra support you can give your children to achieve these expectations is greatly valued.

If you have any questions, suggestions or feedback about the Learning Walls then please let us know by sending an email to the address above.

Yours Sincerely

Mrs S Vania

Head Teacher

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| I take turns to listen and discuss when I am in a group. | I like to join in with the class at special times of a story when the teacher is telling certain stories. | <i>I correctly read aloud the words from my book.</i> | I re-read my books so that I become a better reader. | I have learned some rhymes or poems. | I can explain what has happened in the story someone has just read to me. |
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| I discuss what words mean. | <i>I can read some unusual words.</i> | I can read words by breaking them down into sounds. | I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est. | I understand the books I can read. |
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| <i>I check what I am reading makes sense as I am reading through it.</i> | I can correctly read the longer words in my word list. | <i>I quickly read my given letters or groups of letters.</i> | I can read words that contain missing letters such as I'm, I'll, and we'll. | <i>I discuss the titles and events from the books I read.</i> |
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| I can tell you about why a character does or says some things. | When I read, I can tell you of similar things that have happened to me. | <i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i> | <i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i> | <i>I like to predict what happens next based on what I have read so far.</i> |
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READING LEARNING

**WALL
YEAR ONE**

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| I can read aloud my own writing so my friends and the teacher can hear me. | I can write some capital letters. | I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper. | I can spell the words correctly in my Year 1 spelling list. | I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly. | When I write, I leave spaces between my words. |
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| I can tell you how some letters are similar and can be put into groups. | * I know the names of all the letters of the alphabet in order. | * I can spell my word list accurately. | I know some sounds can be spelled in different ways using different letters. | Before I write a sentence, I can say out loud what I am going to write. |
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WRITING LEARNING

**WALL
YEAR ONE**

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| I can think of and say a sentence before I write it. | I use word endings such as -s and -es to change a word to mean more than one. | I can spell some unusual words correctly. | I know how to add un- at the beginning of a word to create a new word. | * I can write a text by thinking of a list of sentences in the order I need. |
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| * I check my sentences make sense by re-reading them. | When writing, I sit and hold a pencil correctly. | * I can write out a sentence told to me by my teacher. | * I can write some of my letters correctly, starting and finishing in the right place. | I can discuss what I have written with the teacher or my friends. | I can use the grammar rules set out in my grammar list. |
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| I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes. | I can add together two sentences using 'and'. | I can add endings such as -ing and -ed to words to make new words. | * I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work. | I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I. | I know that words can be put together to build sentences. |
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