

Scott Wilkie Primary School

Thinking Skills Year 1

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

<p>English Reading Word Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<p>English Reading Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<p>Writing Composition Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
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<p>Working Mathematically Y1 Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'</p> <p>Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context</p> <p>Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures</p> <p>Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions</p> <p>Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures</p>	<p>Working Scientifically Observing closely</p> <p>Can they talk about what they <see, touch, smell, hear or taste>? •Can they use simple equipment to help them make observations?</p> <p><i>Challenging</i></p> <p>Can they find out by watching, listening, tasting, smelling and touching?</p> <p>Performing Tests</p> <p>Can they perform a simple test? •Can they tell other people about what they have done?</p> <p><i>Challenging</i></p> <p>Can they give a simple reason for their answers?</p>	<p>Working Scientifically Identifying and Classifying</p> <p>Can they identify and classify things they observe? •Can they think of some questions to ask? •Can they answer some scientific questions? •Can they give a simple reason for their answers? •Can they explain what they have found out?</p> <p><i>Challenging</i></p> <p>Can they talk about similarities and differences? •Can they explain what they have found out using scientific vocabulary?</p> <p>Working Scientifically Recording findings</p> <p>Can they show their work using pictures, labels and captions? •Can they record their findings using standard units? •Can they put some information in a chart or table?</p> <p><i>Challenging</i></p> <p>Can they use ICT to show their working? •Can they make accurate measurements?</p>

<p>Historical Enquiry</p> <p>Can they ask and answer questions about old and new objects?</p> <ul style="list-style-type: none"> •Can they spot old and new things in a picture? •Can they answer questions using an artefact/ photograph provided? •Can they give a plausible explanation about what an object was used for in the past? <p>Challenging</p> <p>Can they answer questions using a range of artefacts/ photographs provided?</p> <ul style="list-style-type: none"> •Can they find out more about a famous person from the past and carry out some research on him or her? 	<p>Geographical Enquiry</p> <p>Can they say what they like about their locality?</p> <ul style="list-style-type: none"> •Can they sort things they like and don't like? •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they think of a few relevant questions to ask about a locality? •Can they answer questions about the weather? •Can they keep a weather chart? <p>Challenging</p> <p>Can they answer questions using a weather chart?</p> <ul style="list-style-type: none"> •Can they make plausible predictions about what the weather may be like later in the day or tomorrow? 	
<p>Computing E-safety Knowledge & understanding</p>	<p>Computing E-safety Skills</p>	<p>Thinking Creatively-Art</p>

<p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <ul style="list-style-type: none"> •Do they know you should only open email from a known source? •Do they know the difference between email and communication systems such as blogs and wikis? •Do they know that websites sometimes include pop-ups that take them away from the main site? •Do they know that bookmarking is a way to find safe sites again quickly? •Can they begin to evaluate websites and know that everything on the internet is not true? •Do they know that it is not always possible to copy some text and pictures from the internet? •Do they know that personal information should not be shared online? •Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? 	<p>Can they follow the school's safer internet rules?</p> <ul style="list-style-type: none"> •Can they use the search engines agreed by the school? •Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? •Can they use the internet for learning and communicating with others, making choices when navigating through sites? •Can they send and receive email as a class? •Can they recognise advertising on websites and learn to ignore it? •Can they use a password to access the secure network? 	<p>Knowledge</p> <p>Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <ul style="list-style-type: none"> • <p>Can they ask sensible questions about a piece of art?</p>
<p>Thinking Creatively-DT Developing, planning and communicating ideas</p>	<p>Performing Arts Music Appraising</p> <p>Can they respond to different moods in music?</p>	<p>Physical Education Acquiring and developing skills</p> <p>Evaluating and improving Can they copy actions? •Can they repeat actions and skills?</p>

<p>Can they think of some ideas of their own?</p> <ul style="list-style-type: none"> •Can they explain what they want to do? •Can they use pictures and words to plan? <p>Working with tools, equipment, materials and components to make quality products</p> <p>Can they explain what they are making?</p> <ul style="list-style-type: none"> •Can they explain which tools are they using? <p>Evaluating processes and products</p> <p>Can they describe how something works?</p> <ul style="list-style-type: none"> •Can they talk about their own work and things that other people have done? 	<ul style="list-style-type: none"> •Can they say how a piece of music makes them feel? •Can they say whether they like or dislike a piece of music? •Can they choose sounds to represent different things? •Can they recognise repeated patterns? •Can they follow instructions about when to play or sing? <p>Challenging</p> <p>Can they tell the difference between a fast and slow tempo?</p> <ul style="list-style-type: none"> •Can they tell the difference between loud and quiet sounds? •Can they identify two types of sound happening at the same time 	<ul style="list-style-type: none"> •Can they move with control and care? <p>Evaluating and improving</p> <p>Can they talk about what they have done?</p> <ul style="list-style-type: none"> •Can they describe what other people did? <p>Health and fitness</p> <p>Can they describe how their body feels before, during and after an activity?</p>
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