**English Year 1**

**Purpose:** To create a digital multimodal procedure, combining and connecting written, visual and spoken elements

<table>
<thead>
<tr>
<th>Knowledge and understanding (Productive mode)</th>
<th>Creating texts (Productive mode)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides details about ideas and events</td>
<td>Creates texts that show understanding of the connection between writing, speech and images</td>
</tr>
<tr>
<td>Accurately spells words with regular spelling patterns and uses capital letters and full stops</td>
<td>Creates short texts for a small range of purposes</td>
</tr>
</tbody>
</table>

- Uses specific words to represent happenings/actions and gives details such as when, where and how
- Uses repetition and word patterns to guide the reader through the procedure
- Provides details about ideas and events
  - Accurately spells words with regular spelling patterns and uses capital letters and full stops
- Uses punctuation
- Writes words
- Selects characteristic features of informative texts and combines writing, images and speech to convey these features imaginatively and recreate a written procedure
- Structures information in a logical sequence and uses specific and direct commands to achieve purpose
- Creates texts that show understanding of the connection between writing, speech and images
- Creates short texts for a small range of purposes
- Connects images and words
- Uses images and words
### Mathematics

**Purpose of assessment:** To carry out simple addition and subtraction.

<table>
<thead>
<tr>
<th>Understanding and Fluency</th>
<th>Problem solving and Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represents addition and subtraction problems.</td>
<td>Solves addition and subtraction problems.</td>
</tr>
</tbody>
</table>

- Represents addition and subtraction problems with a number sentence.
- Represents addition and subtraction problems demonstrating an understanding of part-part-whole relationships.
- Represents addition and subtraction problems with materials, images or structures (e.g. ten frames or number lines).
- Identifies addition and subtraction problems.
- Manipulates materials to represent the problem.

- Explains reasoning used to solve addition and subtraction problems.
- Selects efficient strategies to solve addition and subtraction problems.
- Solves addition and subtraction problems.
- Identifies the problem and the unknown.
**Purpose of assessment:** To classify outcomes of simple familiar events.

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<tr>
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<td>Classifies the outcomes of simple familiar events.</td>
<td>Provides reasons for the classification of outcomes.</td>
</tr>
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- Classify outcomes of familiar events as ‘will happen’, ‘won’t happen’ or ‘might happen’.
- Identify outcomes of familiar events involving chance.
- Recalls an outcome of a familiar event.
- Justifies classification of all outcomes.
- Explains why events will or won’t happen.
- Describes the outcomes of familiar chance events.
## Purpose of assessment
To share observations about objects, events and changes in the sky and landscape.

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Science as a Human Endeavour</th>
<th>Science Inquiry Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth and space sciences</td>
<td>Nature and development of science</td>
<td>Communicating</td>
</tr>
<tr>
<td>Describes objects and events encountered in everyday lives.</td>
<td>Describes changes to things in the local environment.</td>
<td>Shares observations with others.</td>
</tr>
</tbody>
</table>

- **Identifies distinguishing features of natural, managed and constructed environments.**
- **Describes objects and events in unfamiliar environments.**
- **Describes objects and events encountered in the day and night.**
- **Describes an object in the sky or landscape when guided.**
- **Gives statements about an object when directed.**
- **Explains how observations are used by people to identify changes in the local environment.**
- **Predicts changes which might occur in a local environment using science knowledge.**
- **Describes changes which occur in the sky and landscape.**
- **Describes changes to features and activities from day to night when guided.**
- **Gives statements about changes in day and night when directed.**
- **Shares detailed and accurate observations using clear representations and relevant scientific language.**
- **Shares observations with others using representations and scientific terminology.**
- **Shares observations with others.**
- **Shares observations when guided.**
- **Shares observations when directed.**