

Maths <span>How does God work out how many hairs are on our head?</span>	
<b>Measurement</b> <ul style="list-style-type: none"><li>• Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).</li><li>• Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence.</li><li>• Solve practical problems for masses/weights.</li><li>• Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</li><li>• Recognise and know the value of different denominations of coins and notes.</li></ul>	<b>Number and place value</b> <ul style="list-style-type: none"><li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li><li>• Read and write numbers from 1 to 20 in numerals and words.</li><li>• Count, read and write numbers to 100 in numerals.</li><li>• <i>Begin to recognise the place value of numbers beyond 20 (tens and ones).</i></li><li>• 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.</li><li>• Given a number, identify one more and one less.</li><li>• <i>Given a number, identify ten more and ten less.</i></li><li>• <i>Order numbers to 50.</i> Count in multiples of, twos, fives and tens.</li></ul>
<b>Multiplication and division</b> <ul style="list-style-type: none"><li>• <i>Recall and use doubles of all numbers to 10 and corresponding halves.</i></li><li>• Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li></ul>	<b>Addition and subtraction</b> <ul style="list-style-type: none"><li>• Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as 7 = □ - 9.</li><li>• Add one-digit and two-digit numbers to 20, including zero.</li></ul>

# Year 1

## Spring 1

## Explorers

British Values:

Individual Liberty (Human Rights in other countries)

Mutual Respect( valuing opinions and respecting other cultures and beliefs

Tolerance (loving our neighbours)

English – Writing <span>Are the stories in the bible written by the same author?</span>
We will be covering:
Stories by the same author
Non-chronological reports
Vocabulary, grammar and punctuation
<ul style="list-style-type: none"><li>• Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense.</li><li>• Write simple <b>sentences</b> that can be read by themselves and others.</li><li>• Separate <b>words</b> with spaces.</li><li>• Use <b>punctuation</b> to demarcate simple <b>sentences (capital letters and full stops)</b>.</li><li>• Use the joining word <i>and</i> to link words and clauses.</li><li>• Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i></li></ul>
<b>Drafting and writing</b>
<ul style="list-style-type: none"><li>• Orally compose every <b>sentence</b> before writing.</li><li>• Re-read every <b>sentence</b> to check it makes sense.</li><li>• Compose and sequence their own sentences to write short narratives.</li><li>• Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.</li></ul>
<b>Evaluating and Editing</b>
<ul style="list-style-type: none"><li>• Discuss their writing with adults and peers.</li></ul>
<b>Performing</b>
<ul style="list-style-type: none"><li>• Read aloud their writing audibly to adults and peers</li></ul>
<b>Spelling</b>
<ul style="list-style-type: none"><li>• <u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u></li><li>• Divide words into syllables, e.g. <i>pocket</i>.</li><li>• Spell words with vowel digraphs</li><li>• Spell words with vowel trigraphs</li><li>• Spell common exception words</li><li>• Name the letters of the alphabet in order.</li><li>• Use letter names to distinguish between alternative spellings of the same sound.</li><li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li><li>• Spell words with the /n/ sound spelt n before k, e.g. <i>bank, think</i>.</li><li>• Add the prefix -un.</li><li>• Spell compound words, e.g. <i>farmyard, bedroom</i>.</li><li>• Spell days of the week.</li></ul>
<b>Handwriting</b>
<ul style="list-style-type: none"><li>• Sit correctly at a table and hold a pencil correctly.</li><li>• <u>Hold a pencil with an effective grip.</u></li><li>• <u>Form lower-case <b>letters</b> correctly - starting and finishing in the right place, going the right way round, correctly oriented.</u></li><li>• Form digits 0-9 correctly.</li><li>• Practise forming letters in handwriting families 'Curly caterpillars' - c, a, d, e, g, o, q, f, s</li></ul>
Form <b>capital letters</b> correctly.