

Maths

Why did God make us all different?

Measurement

- Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).
- Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence.
- Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).
- Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence.
- Solve practical problems for lengths, heights and masses/weights.

Number and place value

- Count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number
- Read and write numbers from 1 to 20 in numerals and words.
- Begin to recognise the place value of numbers beyond 20 (tens and ones).
- Read and write numbers to 100 in numerals
- 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.
- Given a number, identify one more and one less.
- Recognise and create repeating patterns with objects and shapes.
- Count in multiples of, twos, fives and tens.
- Identify odd and even numbers linked to counting in twos from 0 and 1.
- Solve problems and practical problems involving all of the above.

Statistics

- Present and interpret data in block diagrams using practical equipment.
- Ask and answer simple questions by counting the number of objects in each category.
- Ask and answer questions by comparing categorical data.

Addition and subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).
- Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \cdot - 9$.

Geometry – Properties of shape

- **Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.**
- **Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.**

Enrichment

Fighting fit day, fitness station in role play area, teaching older children playground games.

Year 1

Autumn 1

Fighting Fit!

British Values:

The Rule of Law/ individual liberty and mutual respect –
Setting class rules.

English

What instructions are given to us in the Bible?

We will be covering:

Traditional Tales with a Twist - Writing traditional tales with a twist.

Instructions - To write instructions for new playground game.

Key Reading Objectives:

- Making predictions based on what has been read so far.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Use patterns and repetition to support oral retelling.
- Relate texts to own experiences.
- Retell familiar stories in a range of contexts e.g. *small world, role play, storytelling*.
- Make basic inferences about what is being said and done.
- Recall specific information in texts.
- Introduce and discuss key vocabulary.
- Activate prior knowledge e.g. *what do you know about this animal?*
- Explain clearly their understanding of what is read to them.]
- Demonstrate understanding of texts by answering questions related to who, what, where, when and why.

Key Writing Objectives:

- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Punctuate simple sentences with capital letters and full stops.
- Use formulaic phrases to open and close texts.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Write simple sentences that can be read by themselves and others.
- Use simple connectives to link ideas e.g. *and*.
- Identify and use question marks.
- Write information texts with simple text type features.

Spelling

- Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.
- Spell words with the /n/ sound spelt n before k, e.g. bank, think.
- Divide words into syllables, e.g. pocket.
- Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch.
- Spell words with the /v/ sound at the end of words, e.g. have, live, give.

Handwriting

- Sit correctly at a table and hold a pencil correctly.
- Hold a pencil with an effective grip.
- Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.
- Form digits 0-9 correctly.
- 'Curly caterpillars' – c, a, d, e, g, o, q, f, s