Year 1

Spring 1

Fire Fire

British Values:

- The rule of law – why do we have laws? - Relevant

Multicultural Links

- Classic stories from a range of cultures. Inspirational
- Finding shapes in images from around the world.



Maths - Challenge

Which Bible stories mention numbers?

Number Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Read and write numbers from 1 to 20 in numerals and words.
Count, read and write numbers to 100 in numerals.
Begin to recognise the place value of numbers beyond 20 (tens and ones).
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.
Given a number, identify ten more and ten less.
Order numbers to 50.
Solve problems and practical problems involving all of the above.
Count in 2's, 5's and 10's

Number Multiplication and Division

Add one-digit and two-digit numbers to 20, including zero.
Recall and use doubles of all numbers to 10 and corresponding halves.
Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Subtract one-digit and two-digit numbers to 20, including zero.
Recall and use doubles of all numbers to 10 and corresponding halves.
Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Measurement

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 masses/weights.
Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as7 = □ – 9.
Recognise and know the value of different denominations of coins and notes.

Geometry

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.

Key Writing Objectives:

VOCABULARY, GRAMMAR and PUNCTUATION
- Say, and hold in memory whilst writing, sentences that can be read by themselves and others.
- S separate words with spaces.
- Use capital letters and full stops to demarcate simple sentences.
- Use capital letters for the names of people, places and days of the week.
- Identify and use exclamation marks.
- Use the joining word and to link clauses, e.g. They all pulled the turnip and it came out of the ground.
- Use the joining word but to link words. E.g. I have two sisters but no brothers.

COMPOSITION: PLANNING
- Orally plan and sequence ideas in narrative, e.g. creating a story map and using it to orally rehearse ideas.
- Sequence events in non-fiction recounts. E.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next' Use these to orally rehearse.

COMPOSITION DRAFTING AND WRITING
- Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'.
- Re-read every sentence to check it makes sense.
- Orally compose and sequence their own sentences to write short narratives.
- Orally compose simple sentences to write short non-fiction texts, e.g. information text, postcard, instructions.

COMPOSITION: EVALUATING AAND EDITING
- Discuss their writing with adults saying what they like about it, e.g. my favourite words is….

COMPOSITION: PERFORMING
- Read their writing audibly to a small group.

English

Why was Jesus described as the 'Light of the World'?

Classic Stories – The Enormous Turnip - Unique
Instructions - Independent
Traditional Rhymes - Collaborative

Key Reading Objectives:

WORD READING
- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Apply phonic Knowledge and skills to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g I in fin and mind, er in farmer and her, g in giant and grand.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts (use year 1 list)
- Read words containing –ing and, -ed endings.
- Split two syllable words into separate syllables to support blending for reading, e.g. picnic, sticker, dinner, haircut.
- Read the contraction I'm, I'll, we'll.
- Develop fluency, accuracy and confidence by re-reading books.
- Read more challenging texts using phonics and common exception word recognition.

DEVELOPING PLEASURE
- Relate texts to own opinions.
- Recognise and join in with language patterns and repetition in stories.
- Orally retell stories in a range of contexts, e.g. small world, role play, storytelling..
- Enjoy and recite simple rhymes and poems including traditional verse.
- Make personal reading choices and give simple reasons for their selection.

UNDERSTANDING
- Discuss key vocabulary, linking meanings of new words to those already known.
- Activate prior knowledge e.g. what do you know about mini-beasts?
- Recognise when a text does not make sense while reading and, with prompting, can correct.
- Develop and demonstrate their understanding of characters through role play and drama.
- Give opinions and when prompted, support with reasons.
- Demonstrate understanding of texts by answering questions related to who, what, where, when why and how.
- Identify and describe the main events in stories using words like first, next, after that, later on, at the end.
- Make predictions based on what has been read so far and give simple reasons.
- Identify and describe the main characters in stories. Capture simply in writing, e.g. character profile, role on the wall.
- Discuss the title and predict what the story might be about.
- Answer 'why' questions requiring basic inference, e.g. Why do you think he said…? Why do you think he did that?
- Recall specific information from non-fiction texts by answering simple oral questions.
- Locate parts of the text that give particular information e.g. titles, contents page and labelled diagram.

PARTICIPATING
- In discussions about books listen to what others say and take turns to speak as directed by the teacher.