

| Maths | | Which Bible stories mention numbers? |
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| 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. <i>Begin to recognise the place value of numbers beyond 20 (tens and ones).</i> 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. <i>Given a number, identify one more and one less.</i> <i>Given a number, identify ten more and ten less.</i> <i>Order numbers to 50.</i> <i>Solve problems and practical problems involving all of the above.</i> | Number Multiplication and Division Add one-digit and two-digit numbers to 20, including zero. <i>Recall and use doubles of all numbers to 10 and corresponding halves.</i> 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. <i>Recall and use doubles of all numbers to 10 and corresponding halves.</i> 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 as 7 = □ - 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. | |

| English – Reading |
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| <ul style="list-style-type: none">Read aloud accurately books that are consistent with their developing phonic knowledge.Apply phonic knowledge and skills as the route 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 <i>fin</i> and <i>mind</i>; er in <i>farmer</i> and <i>her</i>; g in <i>giant</i> and <i>grand</i>; ear in <i>pearl</i> and <i>hearing</i>.Read accurately by blending sounds in unfamiliar words.Read common exception words, noting tricky parts.Read words containing <i>-ing</i>, <i>-ed</i> endings.Split two syllable words, including compound words, into the separate syllables to support blending for reading, e.g. <i>picnic</i>, <i>sticker</i>, <i>dinner</i>; <i>haircut</i>, <i>something</i>, <i>flipchart</i>.Read words with contractions e.g. <i>I'm</i>, <i>I'll</i>, <i>we'll</i>.Develop fluency, accuracy and confidence by re-reading books. Read more challenging texts using phonics and common exception word recognition.Relate texts to own experiences.Recognise and join in with language patterns and repetition in stories, e.g. <i>fairy stories</i>, <i>traditional tales</i> and <i>stories by well-known authors</i>.Orally retell familiar stories in a range of contexts, e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>.Enjoy and recite rhymes and poems including traditional verse.Make personal reading choices and give simple reasons for their selection.Discuss key vocabulary, linking meanings of new words to those already known.Activate prior knowledge e.g. <i>what do you know about minibeasts?</i>Recognise when a text does not make sense while reading and, with prompting, can correct.Develop and demonstrate their understanding of characters and events 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, how.Identify and discuss the main events in stories using words like <i>first</i>, <i>next</i>, <i>after that</i>, <i>later on</i>, <i>at the end</i>.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. <i>character profile</i>, <i>role on the wall</i>.Discuss the title and predict what the story might be about.Answer 'why' questions requiring basic inference, e.g. <i>Why do you think he said...? Why do you think he did that?</i>Recall specific information from non-fiction texts by answering simple oral questions.Locate parts of text that give particular information, e.g. <i>titles</i>, <i>contents page</i> and <i>labelled diagram</i>. |

Year 1

Spring 1

Excellent Explorers

British Values:

- Individual liberty - exploration.

Multicultural Links

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



| English - Writing | Where does God live? |
|--|----------------------|
| Classic Stories Instructions Traditional Rhymes | |
| Vocabulary, grammar and punctuation | |
| <ul style="list-style-type: none"><u>Say, and hold in memory whilst writing, simple sentences which make sense.</u><u>Write simple sentences that can be read by themselves and others.</u><u>Separate words with spaces.</u><u>Use punctuation to demarcate simple sentences (capital letters and full stops).</u>Use the joining word <i>and</i> to link words and clauses.Add the prefix '<i>un</i>' to verbs and adjectives to change the meaning e.g. <i>untie</i>, <i>unkind</i> Drafting and writing <ul style="list-style-type: none"><u>Orally compose every sentence before writing.</u><u>Re-read every sentence to check it makes sense.</u>Compose and sequence their own sentences to write short narratives.Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts</i>, <i>information texts</i>, <i>instructions</i>. Evaluating and Editing <ul style="list-style-type: none">Discuss their writing with adults and peers. Performing <ul style="list-style-type: none"><u>Read aloud their writing audibly to adults and peers</u> Spelling <ul style="list-style-type: none"><u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u>Divide words into syllables, e.g. <i>pocket</i>.Spell words with vowel digraphsSpell words with vowel trigraphsSpell common exception wordsName the letters of the alphabet in order.Use letter names to distinguish between alternative spellings of the same sound.Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank</i>, <i>think</i>.Add the prefix -un.Spell compound words, e.g. <i>farmyard</i>, <i>bedroom</i>.Spell days of the week. Handwriting <ul style="list-style-type: none">Sit correctly at a table and hold a pencil correctly.<u>Hold a pencil with an effective grip.</u><u>Form lower-case letters correctly - starting and finishing in the right place, going the right way round, correctly oriented.</u>Form digits 0-9 correctly.Practise forming letters in handwriting families 'Curly caterpillars' - c, a, d, e, g, o, q, f, s.'One armed robots' - b, h, m, n p, r'Long ladders' - i, j, l, t, u,Zig-zag letters - k, v, w, x, y, zForm capital letters correctly. | |