

Maths

What directions does God give us?

Number – Place Value

- 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.

Number – Addition and Subtraction

- 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 $7 = \square - 9$.
- 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.

Number – Fractions

- Understand that a fraction can describe part of a whole.
- Understand that a unit fraction represents one equal part of a whole.
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure).
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

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.

Measurement

- Describe position, directions and movements, including half, quarter and three-quarter turns.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Compare, describe and solve practical problems for time (quicker, slower, earlier, later).
- Measure and begin to record the following time (hours, minutes, seconds).
- Compare, describe and solve practical problems capacity/volume (full/empty, more than, less than, quarter).
- Measure and begin to record capacity and volume using non-standard and then standard units (litres and ml) within children's range of counting competence.

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.
- Spell words with the /n/ sound spelt n before k, e.g. bank, think.
- Divide words into syllables, e.g. pocket.
- Spell words with new consonant spellings ph and wh, e.g. dolphin, wheel.
- Spell words with vowel digraphs (see below).
- Spell words with vowel trigraphs (see below).
- Spell words using k for the /k/ sound, e.g. Kent.
- Add the prefix -un.
- Spell compound words, e.g. farmyard, bedroom.
- Spell common exception words (see below).
- Spell days of the week.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.

Year 1

Summer 1 2019

In the Woods

British Values:

The Rule of Law and Individual Liberty – looking after the environment.



English

What questions did people ask Jesus?

We will be covering:

Stories with Familiar Settings –
Traditional Rhymes – playground songs
Non-Fiction Texts – Booklets

Key Reading Objectives:

- Make predictions based on what has been read so far.
- Explain clearly their understanding of what is read to them.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- 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.
- Read words containing –s, –es, –ing and –ed endings.
- Split two and three syllable words into the separate syllables to support blending for reading.
- Recall specific information in texts.
- Read aloud books closely matched to their improving phonic knowledge.
- Introduce and discuss key vocabulary.
- Activate prior knowledge e.g. *what do you know about camping/the park/our school grounds etc?*
- Demonstrate understanding of texts by answering questions related to who, what, where, when and why.
- Listen to a range of poems.
- Recognise and join in with language patterns and repetition.
- Recite rhymes and poems by heart.
- Use patterns and repetition to support oral retelling.
- Make personal reading choices and explain reasons for choices.

Key Writing Objectives:

- Reread every sentence to check it makes sense.
- Punctuate simple sentences with capital letters and full stops.
- Add suffixes to verbs where **no spelling change is needed** to the root word, e.g. *help – helping, camp – camping, think-thinking etc.*
- Identify and use question marks and exclamation marks.
- Use simple joining words to link ideas e.g. *and*.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Discuss their writing with adults and peers.
- Read aloud their writing to adults and peers.
- Write simple sentences that can be read by themselves and others.
- Use simple joining words to link ideas e.g. *and etc.*
- Write information texts with simple text type features.
- Orally plan and rehearse ideas.
- Write poems with simple structures.
- Use capital letters for names of places
- Use their phonic knowledge when spelling any unfamiliar words.

Handwriting

- Form lower-case letters correctly – starting and finishing in the right place,
- going the right way round, correctly oriented.
- Form digits 0-9 correctly.
- Practise forming letters in handwriting families:
 - - 'Long ladders' – i, j, l, t, u,
 - - 'One armed robots' – b, h, m, n, p, r
 - - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s
 - - Zig-zag letters – k, v, w, x, y, z
- Have clear ascenders ('tall letters') and descenders ('tails').
- Form capital letters correctly.

