

Maths		What directions does God give us?
<b>Number – addition and subtraction</b> <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Add and subtract one-digit and two-digit numbers to 20,including zero (using concrete objects and pictorial representations).</li> </ul>	<b>Geometry – position and direction</b> <ul style="list-style-type: none"> <li>Describe position, directions and movements, including half,quarter and three-quarter turns.</li> </ul>	
<b>Number – Fractions</b> <b>courage</b> <ul style="list-style-type: none"> <li>Understand that a fraction can describe part of a whole.</li> <li>Understand that a unit fraction represents one equal part of a whole.</li> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity (including measure).</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>	<b>Number Multiplication and Division</b> <ul style="list-style-type: none"> <li>Subtract one-digit and two-digit numbers to 20, including zero.</li> <li>Recall and use doubles of all numbers to 10 and corresponding halves.</li> <li>Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>	
<b>Measurement</b> <ul style="list-style-type: none"> <li>Compare and describe lengths and heights (for example,long/short, longer/shorter, tall/short, double/half).</li> <li>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.</li> <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 lengths, heights and masses/weights.</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>Compare, describe and solve practical problems for time(quicker, slower, earlier, later).</li> <li>Measure and begin to record the following time (hours,minutes, seconds).</li> </ul>		
Key Writing Objectives: <p>VOCABULARY, GRAMMAR and PUNCTUATION</p> <ul style="list-style-type: none"> <li>Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</li> <li>S separate words with spaces.</li> <li>Use capital letters and full stops to demarcate simple sentences.</li> <li>Use capital letters for the names of people, places and days of the week.</li> <li>Identify and use exclamation marks.</li> <li>Use the joining word and to link clauses, e.g. They all pulled the turnip and it came out of the ground.</li> <li>Use the joining word but to link words. E.g. I have two sisters but no brothers.</li> </ul> <p>COMPOSITION: PLANNING</p> <ul style="list-style-type: none"> <li>Orally plan and sequence ideas in narrative, e.g. creating a story map and using it to orally rehearse ideas.</li> <li>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.</li> </ul> <p>COMPOSITION DRAFTING AND WRITING</p> <ul style="list-style-type: none"> <li>Orally compose every sentence before writing, including compound sentences using the joining words ‘and’ and ‘but’.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Orally compose and sequence their own sentences to write short narratives.</li> <li>Orally compose simple sentences to write short non-fiction texts, e.g. information text, postcard, instructions.</li> </ul> <p>COMPOSITION: EVALUATING AAND EDITING</p> <ul style="list-style-type: none"> <li>Discuss their writing with adults saying what they like about it, e.g. my favourite words is....</li> </ul> <p>COMPOSITION: PERFORMING</p> <ul style="list-style-type: none"> <li>Read their writing audibly to a small group.</li> </ul>		

# Year 1

## Spring 2 2020

### The Great Outdoors

British Values:

Individual Liberty - How do we look after our planet? **creativity**

Democracy - Voting for activities in class. Voting for Extra Miler. **relevant**

Multicultural Links

- How do other countries celebrate Easter?

English	What big family events are celebrated in the church?
<b>We will be covering:</b> <p><b>Recounts</b> – Recount an event e.g. Easter Fun Day</p> <p><b>Traditional Tales</b> –</p> <p><b>Poems Learnt by Heart</b> –</p> <p>Key Reading Objectives:</p> <p>WORD READING</p> <ul style="list-style-type: none"> <li>Read aloud accurately books that are consistent with their developing phonics knowledge.</li> <li>Apply phonic Knowledge and skills to decode words.</li> <li>Respond speedily with the correct sound to grapheme for the 44 phonemes.</li> <li>Recognise and use the different ways of pronouncing the same grapheme; e.g l in fin and mind, er in farmer and her, g in giant and grand.</li> <li>Read accurately by blending sounds in unfamiliar words.</li> <li>Read common exception words, noting tricky parts (use year 1 list)</li> <li>Read words containing –ing and -ed endings.</li> <li>Split two syllable words into separate syllables to support blending for reading, e.g. picnic, sticker, dinner, haircut.</li> <li>Read the contraction I’m, I’ll, we’ll.</li> <li>Develop fluency, accuracy and confidence by re-reading books.</li> <li>Read more challenging texts using phonics and common exception word recognition.</li> </ul> <p>DEVELOPING PLEASURE <b>flourish</b></p> <ul style="list-style-type: none"> <li>Relate texts to own opinions.</li> <li>Recognise and join in with language patterns and repetition in stories.</li> <li>Orally retell stories in a range of contexts, e.g. small world, role play, storytelling..</li> <li>Enjoy and recite simple rhymes and poems including traditional verse.</li> <li>Make personal reading choices and give simple reasons for their selection.</li> </ul> <p>UNDERSTANDING</p> <ul style="list-style-type: none"> <li>Discuss key vocabulary, linking meanings of new words to those already known.</li> <li>Activate prior knowledge e.g. what do you know about mini-beasts?</li> <li>Recognise when a text does not make sense while reading and, with prompting, can correct.</li> <li>Develop and demonstrate their understanding of characters through role play and drama.</li> <li>Give opinions and when prompted, support with reasons.</li> <li>Demonstrate understanding of texts by answering questions related to who, what, where, when why and how.</li> <li>Identify and describe the main events in stories using words like first, next, after that, later on, at the end.</li> <li>Make predictions based on what has been read so far and give simple reasons.</li> <li>Identify and describe the main characters in stories. Capture simply in writing, e.g. character profile, role on the wall.</li> <li>Discuss the title and predict what the story might be about.</li> <li>Answer ‘why’ questions requiring basic inference, e.g. Why do you think he said...? Why do you think he did that?</li> <li>Recall specific information from non-fiction texts by answering simple oral questions.</li> <li>Locate parts of the text that give particular information e.g. titles, contents page and labelled diagram.</li> </ul> <p>PARTICIPATING</p> <ul style="list-style-type: none"> <li>In discussions about books listen to what others say and take turns to speak as directed by the teacher.</li> </ul>	
<b>Enrichment</b> <p>This half term we will be trialing Forest School Activities. <b>collaborative</b></p>	