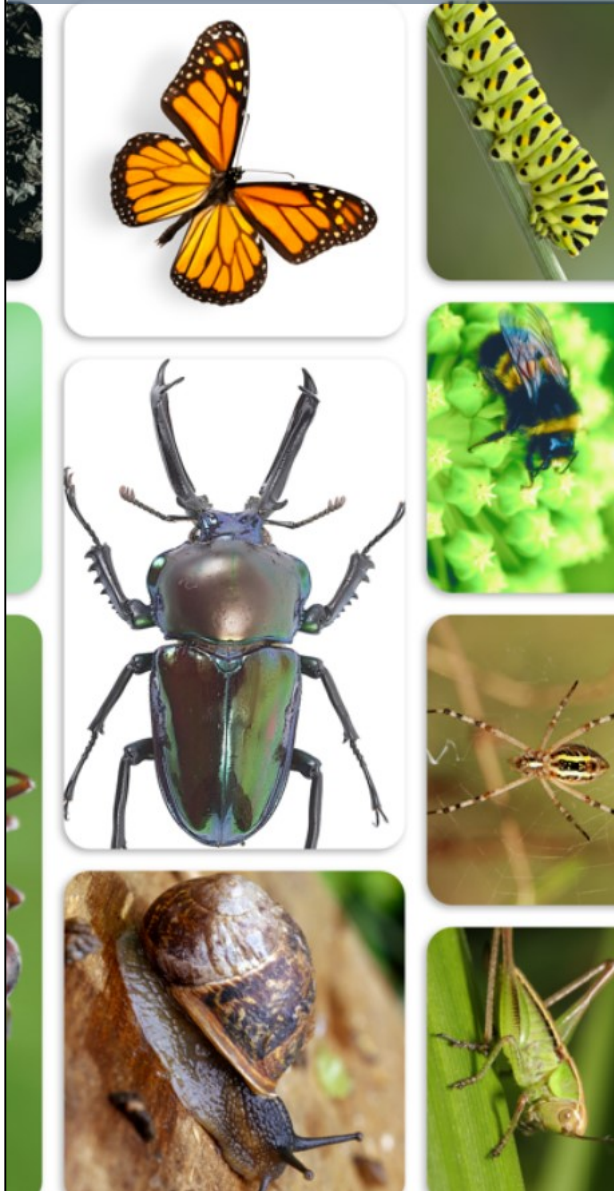


<b>Maths</b> What directions does God give us?		<div>Year 1</div> <div>Spring 2 2019</div> <div>Mini Beast Madness</div> <div>British Values:</div> <div>Mutual Respect and Tolerance - What are other faiths' views on different animals e.g. Buddhist</div> <div>Democracy - Voting for activities in class. Voting for Extra Miler.</div> <div></div>	<b>English</b> What big family events are celebrated in the church?
<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>We will be covering:</b>  <b>Recounts</b> – Recount an event – Easter Activity Day. <b>Stories by the same Author</b> – Chris Judge <b>Poems on a Theme</b> – Minibeast Poems <b>Key Reading Objectives:</b> <ul style="list-style-type: none"><li>Listen to a range of non-fiction (recounts).</li><li>Listen to others.</li><li>Activate prior knowledge.</li><li>Recall specific information in texts.</li><li>Relate texts to own experiences.</li><li>Discuss key vocabulary.</li><li>Check that texts make sense while reading and self-correcting.</li><li>Read aloud texts using that are consistent with their developing phonic knowledge.</li><li>Listen to a range of texts at a level beyond that at which they can read independently.</li><li>Make predictions based on what has been read so far.</li><li>Identify and discuss the main events in stories.</li><li>Identify and discuss the main characters in stories.</li><li>Make basic inferences about what is being said and done.</li><li>Apply phonic knowledge when reading.</li><li>Use patterns and repetition to support oral retelling.</li><li>Retelling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</li><li>Give opinions and supporting with reasons.</li><li>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how</li></ul> <b>Key Writing Objectives:</b> <ul style="list-style-type: none"><li>Orally compose every sentence before writing.</li><li>Reread every sentence to check it makes sense.</li><li>Punctuate simple sentences with capital letters and full stops.</li><li>Use simple connectives to link ideas e.g. <i>and, but, or, so</i>.</li><li>Say, and hold in memory whilst writing, simple sentences which makes sense.</li><li>Sequence events in order.</li><li>Add the prefix <i>'un'</i> to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</li><li>Write simple sentences that can be read by themselves and others.</li><li>Punctuate simple sentences with capital letters and full stops.</li><li>Reread every sentence to check it makes sense.</li><li>Use capital letter for the personal pronoun <i>'I'</i>.</li><li>Use capital letters for people, places and days of the week.</li><li>Orally plan and rehearse ideas.</li><li>Sequence ideas/events in order.</li><li>Write in different forms with simple text features e.g. <i>recounts</i>.</li><li>Read aloud their writing to adults and peers.</li></ul> <b>Handwriting</b> <ul style="list-style-type: none"><li><b>Zig-zag letters</b> – k, v, w, x, y, z</li><li><b>Have clear ascenders ('tall letters') and descenders ('tails').</b></li><li><b>Form capital letters correctly.</b></li></ul>
<b>Number – Fractions</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>			
<b>Spelling</b> <ul style="list-style-type: none"><li>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.</li><li>Spell words with the /n/ sound spelt n before k, e.g. bank, think.</li><li>Divide words into syllables, e.g. pocket.</li><li>Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch.</li><li>Spell words with the /v/ sound at the end of words, e.g. have, live, give.</li><li>Add s and es to words, e.g. thanks, catches.</li><li>Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.</li><li>Add -er and -est to adjectives where no change is needed to the root word.</li><li>Name the letters of the alphabet in order.</li><li>Use letter names to distinguish between alternative spellings of the same sound.</li></ul>			