

English

How did God make you special?

Stories with Repetitive Patterns

Range of Non- Fiction (What is non fiction/facts)

Poems on a Theme (Harvest)

Relevant/Courage

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. ea in bread and seat; o in post and slot; a in hat and was; ow in snow and cow.

Read accurately by blending sounds in unfamiliar words.

Read common exception words, noting tricky parts (use year 1 list)

Read words containing-s, -es endings.

Split two syllable words into separate syllables to support blending for reading, e.g. jumping, pocket, longer, boxes.

Read the contraction I’m.

Develop fluency, accuracy and confidence by re-reading books.

DEVELOPING PLEASURE

When prompted through questioning, relates texts to own experiences, e.g. Have you ever been to the beach?

Recognise and join in with language patterns and repetition during class story times.

Orally retell stories using prompts and pictures.

Enjoy and recite simple rhymes and poems.

Make personal reading choices, e.g. from the class library.

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 when reading.

Develop and demonstrate their understanding of characters through role play and drama.

Give opinions about books, stories and poems.

Demonstrate understanding of texts by answering questions related to who, what, where and when.

Discuss the main events of stories.

Make predictions based on what has been read so far.

Identify the main characters in stories.

Recall information from non-fiction texts e.g. by saying what they have found out.

Locate parts of the text by naming or labelling e.g. titles, contents page and labelled diagram.

PARTICIPATING

In discussions about books listen to what others say, responding by nodding or maintaining eye contact.

Key Writing Objectives:

VOCABULARY, GRAMMAR and PUNCTUATION

Repeat a simple sentence modelled, e.g. spoken by and adult or puppet. Replicate in writing so that it can be read by themselves and others.

With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.

Use full stops to demarcate simple sentences.

Use capital letter for the personal pronoun I.

Identify and use a question mark.

Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog.

COMPOSITION: PLANNING

Orally compose every sentence before writing, e.g. say the sentence 3 time to fix in working memory.

With adult support, re-read every sentence to check it makes sense.

Orally compose and write sentences to form 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 and peers, giving an opinion, e.g. I like my story because....

COMPOSITION: PERFORMING

Read their writing to an adult.

Relevant/Courage/Independent/ Collaborative

Year 1

Autumn 1

A blue circular logo with the text 'MARVELLOUS ME' in white, stylized, blocky letters. The word 'MARVELLOUS' is on the top line and 'ME' is on the bottom line, both slightly overlapping.

British Values:

The Rule of Law/ individual liberty and mutual respect – Setting class rules.

Multicultural Links:

Harvest Appeal.
Jewish Harvest.

Diamond 9 links in blue – Love of Learning across all subjects

English Continued

Spelling – See Support for spellings plans – annotated as required

Handwriting

Hold a pencil with an effective grip.

Practice forming letters in correct formation

Practice forming capital letters Creativity/ Flourish

Maths

How many stories can you think of in the Bible that mention numbers?

Number and Place Value

Read and write numbers from 1 to 20 in numerals and words.

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

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.

Count in multiples of, twos, fives and tens.

Solve problems and practical problems involving all of the above.

Measurement Length and Weight

Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

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.

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 lengths, heights and masses/weights.

Addition and Subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

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 = □ – 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.

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.

Relevant/Courage/Independent/ Collaborative

Enrichment

Go to a Local Park

Harvest Service

Play games from Jewish Harvest Celebration.

Inspirational / Flourish