

Maths

Which Bible stories mention numbers?

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. *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.*

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 $7 = \square - 9$. Recognise and know the value of different denominations of coins and notes.

Number Multiplication and Division

Add one-digit and two-digit numbers to 20, including zero. *Recall and use doubles of all numbers to 10 and corresponding halves.* 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. *Recall and use doubles of all numbers to 10 and corresponding halves.* Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

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

- 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 *fin* and *mind*; er in *farmer* and *her*; g in *giant* and *grand*; ear in *pearl* and *hearing*.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts.
- Read words containing *-ing*, *-ed* endings.
- Split two syllable words, including compound words, into the separate syllables to support blending for reading, e.g. *picnic*, *sticker*, *dinner*; *haircut*, *something*, *flipchart*.
- Read words with contractions e.g. *I'm*, *I'll*, *we'll*.
- 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. *fairy stories*, *traditional tales* and *stories by well-known authors*.
- Orally retell familiar stories in a range of contexts, e.g. *small world*, *role play*, *storytelling*.
- 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. *what do you know about minibests?*
- 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 *first*, *next*, *after that*, *later on*, *at the end*.
- 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. *character profile*, *role on the wall*.
- Discuss the title and predict what the story might be about.
- Answer 'why' questions requiring basic inference, e.g. *Why do you think he said...? Why do you think he did that?*
- Recall specific information from non-fiction texts by answering simple oral questions.
- Locate parts of text that give particular information, e.g. *titles*, *contents page* and *labelled diagram*.

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

- Say, and hold in memory whilst writing, simple sentences which make sense.
 - Write simple sentences that can be read by themselves and others.
 - Separate words with spaces.
 - Use punctuation to demarcate simple sentences (capital letters and full stops).
 - Use the joining word *and* to link words and clauses.
 - Add the prefix 'un' to verbs and adjectives to change the meaning e.g. *untie*, *unkind*
- #### Drafting and writing
- Orally compose every sentence before writing.
 - Re-read every sentence to check it makes sense.
 - Compose and sequence their own sentences to write short narratives.
 - Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts*, *information texts*, *instructions*.
- #### Evaluating and Editing
- Discuss their writing with adults and peers.
- #### Performing
- Read aloud their writing audibly to adults and peers
- #### Spelling
- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.
 - Divide words into syllables, e.g. *pocket*.
 - Spell words with vowel digraphs
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 - Spell common exception words
 - Name 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 /n/ sound spelt n before k, e.g. *bank*, *think*.
 - Add the prefix *-un*.
 - Spell compound words, e.g. *farmyard*, *bedroom*.
 - Spell days of the week.
- #### Handwriting
- Sit correctly at a table and hold a pencil correctly.
 - Hold a pencil with an effective grip.
 - 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 '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, z
 - Form **capital letters** correctly.