

Maths

What directions does God give us?

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).

Geometry - position and direction

- Describe position, directions and movements, including half, quarter and three-quarter turns.

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.

Number Multiplication and Division

- 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.

Measurement

- 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.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- 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).

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, back.
- Spell words with the /n/ sound spelt n before k, e.g. bank, think.
- Divide words into syllables, e.g. pocket.
- Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch.
- Spell words with the /v/ sound at the end of words, e.g. have, live, give.
- Add s and es to words, e.g. thanks, catches.
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.
- Add -er and -est to adjectives where no change is needed to the root word.
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.

Year 1

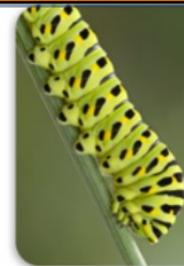
Spring 2 2019

Mini Beast Madness

British Values:

Mutual Respect and Tolerance - What are other faiths' views on different animals e.g. Buddhist

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



English

What big family events are celebrated in the church?

We will be covering:

Recounts - Recount an event - Easter Activity Day.

Stories by the same Author - Chris Judge

Poems on a Theme - Minibeast Poems

Key Reading Objectives:

- Listen to a range of non-fiction (recounts).
- Listen to others.
- Activate prior knowledge.
- Recall specific information in texts.
- Relate texts to own experiences.
- Discuss key vocabulary.
- Check that texts make sense while reading and self-correcting.
- Read aloud texts using that are consistent with their developing phonic knowledge.
- Listen to a range of texts at a level beyond that at which they can read independently.
- Make predictions based on what has been read so far.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Make basic inferences about what is being said and done.
- Apply phonic knowledge when reading.
- Use patterns and repetition to support oral retelling.
- Retelling familiar stories in a range of contexts e.g. *small world*, *role play*, *storytelling*.
- Give opinions and supporting with reasons.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how

Key Writing Objectives:

- Orally compose every sentence before writing.
- Reread every sentence to check it makes sense.
- Punctuate simple sentences with capital letters and full stops.
- Use simple connectives to link ideas e.g. *and*, *but*, *or*, *so*.
- Say, and hold in memory whilst writing, simple sentences which makes sense.
- Sequence events in order.
- Add the prefix 'un' to verbs and adjectives to change the meaning e.g. *untie*, *unkind*.
- Write simple sentences that can be read by themselves and others.
- Punctuate simple sentences with capital letters and full stops.
- Reread every sentence to check it makes sense.
- Use capital letter for the personal pronoun 'I'.
- Use capital letters for people, places and days of the week.
- Orally plan and rehearse ideas.
- Sequence ideas/events in order.
- Write in different forms with simple text features e.g. *recounts*.
- Read aloud their writing to adults and peers.

Handwriting

- **Zig-zag letters** - k, v, w, x, y, z
- **Have clear ascenders ('tall letters') and descenders ('tails').**
- **Form capital letters correctly.**