

Maths **Relevant, Challenge** Do you think time is the same for us as it is for God?

Number – Multiplication and Division <ul style="list-style-type: none">Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Number – Addition and Subtraction <ul style="list-style-type: none">Subtract one-digit and two-digit numbers to 20 using 'difference' as finding how many more to make (using concrete objects and pictorial representations).Solve problems involving how many more to make.
Sorting and Sequencing <ul style="list-style-type: none">Recognise and create repeating patterns with numbers ,objects and shapes.Identify odd and even numbers linked to counting in twos from 0 and 1.Sort objects, numbers and shapes to a given criterion and their own.	Statistics <ul style="list-style-type: none">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.
Measurement <ul style="list-style-type: none">Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.Recognise and use language relating to dates, including days of the week, weeks, months and years.Measure and begin to record time (hours, minutes, seconds).Compare, describe and solve practical problems for time (quicker, slower, earlier, later).Compare and describe lengths and heights (e.g.,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.	
Mental/ Oral Starters – Count in 2's 5s, and 10's, Number bonds to 10 and 20, writing numbers to 100, solving problems using addition and subtraction, 2D and 3D shape names, coin names and values	

Spelling **independent**

- 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.
- 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.
- Make phonically plausible attempts using the sounds learnt including phase 5 sounds.

Year 1

Summer 2 2022

Robots

British Values:

Democracy – Choosing Extra Milers.

Tolerance of others –Class worship discussing God's greatest command to love others.

Diamond 9:

Creative, independent, relevant, challenge, creative.



English What instructions can we find in the Bible?

We will be covering:
Stories with Fantasy Settings – No Bot Creative Instructions

Key Reading Objectives:

- Read words containing –s, -es, -ing, -ed, -er, -est endings.
- Read more challenging texts using phonics and high frequency word recognition.
- Develop fluency, accuracy and confidence by re-reading books
- Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Use patterns and repetition to support oral retelling.
- Relate texts to own experiences.
- Activate prior knowledge.
- Check that texts make sense while reading and self-correct.
- Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.
- Recite rhymes and poems by heart.
- Introduce and discuss key vocabulary.
- Give opinions and support with reasons.
- Explain clearly their understanding of what is read to them.

Key Writing Objectives

- 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 finger spaces.
- Punctuate simple sentences with capital letters and full stops.
- Use capital letters for names of people, places and days of the week.
- Identify and use question marks and exclamation marks.
- Use simple 'joining words' to link ideas.
- Pluralise nouns – build on using '-s' e.g. dog, dogs, as addressed in previous units, to using -es', e.g. wish, wishes.
- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Sequence ideas/events in order.
- Use formulaic phrases to open and close texts.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Read aloud their writing to adults and peers.
- Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind.
- Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.

.Handwriting

- Have clear ascenders ('tall letters') and descenders ('tails').**
- Form capital letters correctly. creative**