


<div>Maths</div> <div>Challenge Independent Collaborative</div> <div>What directions does God give us?</div>		<div>Year 1</div> <div>Summer 1 2022</div> <div>In the Woods</div> <div>British Values:</div> <div>The Rule of Law and Individual Liberty – looking after the environment.</div> <div>Diamond 9 – Relevant Unique Challenge Independent Collaborative Inspirational</div> <div>Multicultural Links Traditional Rhymes from other cultures.</div>		<div>English</div> <div>What classic stories can you remember from the Bible?</div>	
<div>Number – Place Value</div> <div><ul style="list-style-type: none"><li>Read and write numbers from 1 to 20 in numerals and words.</li><li>Count, read and write numbers to 100 in numerals.</li><li>Begin to recognise the place value of numbers beyond20 (tens and ones).</li><li>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.</li><li>Given a number, identify one more and one less.</li><li>Given a number, identify ten more and ten less.</li><li>Order numbers to 50.</li><li>Solve problems and practical problems involving all of the above.</li></ul></div>		<div>Number – Addition and Subtraction</div> <div><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 to20, including zero (using concrete objects and pictorial representations).</li><li>Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as 7 = □ – 9.</li><li>Present and interpret data in block diagrams using practical equipment.</li><li>Ask and answer simple questions by counting the number of objects in each category.</li><li>Ask and answer questions by comparing categorical data.</li></ul></div>			
<div>Number – Fractions</div> <div><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></div>		<div>Geometry</div> <div><ul style="list-style-type: none"><li>Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.</li><li>Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.</li></ul></div>			
<div>Measurement</div> <div><ul style="list-style-type: none"><li>Describe position, directions and movements,including half, quarter and three-quarter turns.</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><li>Compare, describe and solve practical problemscapacity/volume (full/empty, more than, less than,quarter).</li><li>Measure and begin to record capacity and volumeusing non-standard and then standard units (litres andml) within children’s range of counting competence.</li></ul></div>					
<div>Key Reading Objectives Continued:</div> <div><ul style="list-style-type: none"><li>Activate prior knowledge of the subject e.g. <i>what do you know about minibeasts</i></li><li>Check that texts make sense while reading and self-correct.</li><li>Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text.</li><li>Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li><li>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li><li>Identify, discuss and sequence the main events in stories. Record simply, e.g. <i>story map</i>.</li><li>Make predictions based on what has been read so far and give reasons.</li><li>Identify, describe and discuss the main characters in stories. Capture simply in writing, e.g. <i>wanted poster, character profile</i>.</li><li>Discuss the title of books they read themselves and those which are read to them. Suggest how titles relate to the events in the whole story e.g. <i>The Runaway Train; Not Now Bernard!</i> Answer ‘why’ questions requiring basic inference, e.g. <i>Why do you think he said...? Why do you think he did that?</i></li><li>Recall specific information from non-fiction texts.</li><li>Use parts of text to find information, e.g. <i>titles, contents page and labelled diagram</i>.</li></ul><div>Participating in discussion</div><div><ul style="list-style-type: none"><li>In discussions about texts, listen to what others say and take turns to speak.</li></ul></div></div>					
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<div>Key Reading Objectives:</div> <div>WORD READING</div> <div><ul style="list-style-type: none"><li>Read aloud accurately books that are consistent with their developing phonic knowledge (<i>Letters and Sounds</i> Phase 5).</li><li>Apply phonic knowledge and skills as the route to decode words (<i>Letters and Sounds</i> Phase 5).</li><li>Respond speedily with the correct sound to grapheme for the 44 phonemes (<i>Letters and Sounds</i> Phase 5).</li><li>Recognise and use the different ways of pronouncing the same grapheme; e.g. c in <i>ice</i> and <i>cream</i>; ch in <i>chef, school</i> and <i>church</i>; ou in <i>could, found, you</i> and <i>shoulder</i>.</li><li>Read accurately by blending sounds in unfamiliar words.</li><li>Read common exception words, noting tricky parts (see Year 1 list).</li><li>Read words containing –s, -es, -ing, -ed, -er, -est endings.</li><li>Split two and three syllable words into the separate syllables to support blending for reading, e.g. <i>farmyard, playground, September, Saturday, internet, animal, Africa</i>.</li><li>Read words with contractions e.g. <i>I’m, I’ll, we’ll</i> and understand that the apostrophe represents the omitted letter.</li><li>Develop fluency, accuracy and confidence by re-reading books.</li><li>Read more challenging texts using phonics and common exception word recognition.</li></ul><div>Developing pleasure in reading and motivation to read</div><div><ul style="list-style-type: none"><li>Relate texts to own experiences and describe with some detail.</li><li>Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling</i>.</li><li>Enjoy and recite rhymes and poems and express preferences.</li><li>Make personal reading choices and give more detailed reasons for their selection.</li><li>Understanding books which they can read themselves and those which are read to them</li><li>Discuss key vocabulary, linking meanings of new words to those already known.</li></ul></div></div>					