Maths Challenge Independent Collaborative What directions does God give us?

Number - Place Value

- Read and write numbers from 1 to 20 in numerals and
- Count, read and write numbers to 100 in numerals.
- Begin to recognise the place value of numbers beyond20 (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

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 - 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).
- Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as 7 = 2 - 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

Measurement

- Describe position, directions and movements, including half, quarter and three-quarter turns.
- 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).
- Compare, describe and solve practical problemscapacity/volume (full/empty, more than, less than, quarter).
- Measure and begin to record capacity and volumeusing non-standard and then standard units (litres andml) within children's range of counting competence.

Key Reading Objectives Continued:

- Activate prior knowledge of the subject e.g. what do you know about minibeasts
- Check that texts make sense while reading and self-correct.
- Develop and demonstrate their understanding of characters and events through role play and drama drawing on language from the text.
- Give opinions and support with reasons e.g. I like the Little Red Hen because she...
- Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
- Identify, discuss and sequence the main events in stories. Record simply, e.g. story map.
- Make predictions based on what has been read so far and give reasons.
- Identify, describe and discuss the main characters in stories. Capture simply in writing, e.g. wanted poster, character profile.
- 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. The Runaway Train; Not Now Bernard! 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.
- Use parts of text to find information, e.g. titles, contents page and labelled diagram.

Participating in discussion

• In discussions about texts, listen to what others say and take turns to speak.

Year 1

Summer 1 2022

In the Woods

British Values:

The Rule of Law and Individual Liberty - looking after the environment.

Diamond 9 - Relevant Unique Challenge Independent Collaborative Inspirational

Multicultural Links Traditional Rhymes from other cultures.



English

What classic stories can you remember from the Bible?

We will be covering:

- •Classic Stories Inspirational
- Diary/recount Unique
- Traditional rhymes

Key writing Objectives

Vocabulary, Grammar and Punctuation

- Say, and hold in memory whilst, sentences that can be read by themselves and others, including those with the
- Separate words with spaces of a roughly consistent size.
- Use capital letters and full stops to demarcate simple sentences in independent writing.
- Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. editing and improving independent writing with support.
- Identify and use question marks and exclamation marks in independent writing.
- Use the joining word and to link words and clauses in independent writing.
- Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train).

Composition: Planning

- Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.
- Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.

Composition: Drafting and Writing

- Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but'
- Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining
- Orally compose and sequence their own sentences, including some which use joining words, to write short
- Orally compose and sequence their own sentences to write short nonfiction texts, e.g. recounts, information texts.

Composition: Evaluating and Editing

Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'

Composition: Performing

Read aloud their writing audibly to adults and peers, e.g. larger group or whole class.

Key Reading Objectives:

- Read aloud accurately books that are consistent with their developing phonic knowledge (Letters and Sounds
- Apply phonic knowledge and skills as the route to decode words (Letters and Sounds Phase 5).
- Respond speedily with the correct sound to grapheme for the 44 phonemes (Letters and Sounds Phase 5).
- Recognise and use the different ways of pronouncing the same grapheme; e.g. c in ice and cream; ch in chef, school and church; ou in could, found, you and shoulder.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts (see Year 1 list).
- Read words containing -s, -es, -ing, -ed, -er, -est endings.
- Split two and three syllable words into the separate syllables to support blending for reading, e.g. farmyard, playground, September, Saturday, internet, animal, Africa.
- Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.
- Develop fluency, accuracy and confidence by re-reading books.
- Read more challenging texts using phonics and common exception word recognition.

Developing pleasure in reading and motivation to read

- Relate texts to own experiences and describe with some detail.
- Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. small world, role play,
- Enjoy and recite rhymes and poems and express preferences.
- Make personal reading choices and give more detailed reasons for their selection.
- Understanding books which they can read themselves and those which are read to them
- Discuss key vocabulary, linking meanings of new words to those already known.