

English

How do our surroundings challenge us to learn and grow?

Reading

- Develop fluency, accuracy and confidence by re-reading books
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
- Explain clearly what is being read to them
- Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.
- Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems

Understanding

- Recognise when a text does not make sense while reading and, with prompting, can correct.
- Identify and describe the main characters in stories.
- Make basic inferences about what is being said and done
- Recall information from non-fiction texts e.g. by saying what they have found out and by answering simple oral questions.
- Locate parts of the text by naming or labelling e.g. titles, contents page and labelled diagram.
- Recall specific information in fiction and non-fiction texts.

Writing

- Orally compose every sentence before writing including compound sentences using the joining words 'and' and 'but' to write short narratives and short non-fiction texts e.g. recounts, instructions.
- Re-read every sentence to check it makes sense.
- Identify and use question marks and exclamation marks.
- Extend range of joining words to link words and clauses using but and or.
- Compose and sequence their own sentences to write short narratives.
- Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts
- 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 sentences
- Read their writing audibly to a small group.

Spelling and Phonics

- Apply phonic knowledge and skills to decode words.
- Split two syllable words, including compound words, into the separate syllables to support blending for reading, e.g. *picnic*, *haircut*, *something*.
- Read words with contractions e.g. *I'm*, *I'll*, *we'll*.
- Add suffixes to verbs where no spelling change is needed to the root word e.g. helped. (Although other suffixes are listed, this unit will focus solely on -ed, linked to understanding of tense).

What if the world was filled with hope, faith and love?



'At The Seaside' Miss Courtney Year 1 Summer 2

British Values

Rule of Law

Tolerance

E-safety

Other countries and cultures

Multicultural Links

Celebrating ethnic diversity.

Mathematics

How many stories in the Bible can you think of that mention numbers?

Number and Place Value

- Count, read and write numbers to 100 in numerals.
- Count on and back in 1s from any one or two-digit number.
- Count on and back in multiples of 2.
- Given a number, identify ten more and ten less.
- Order a set of random numbers to 50.
- 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.
- Recall addition and subtraction facts for each number up to 10.
- Recall doubles of numbers to 10 + 10
- Recall halves of even numbers to 20.
- Add a single digit number to any number up to 20 by counting on, or take away by counting back.
- Identify number patterns on number lines and hundred squares.
- Add one-digit and two-digit numbers to 20, including zero.

Multiplication and Division

- 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

Measurement - Capacity and Volume

- Compare and describe capacity/volume (for example, full/empty, more than, less than, half, half full, quarter).
- Measure and begin to record capacity and volume using non-standard and then standard units (litres and ml) within children's range of counting competence.
- Solve practical problems for capacity/volume.

Counting and Money

- Count in multiples of twos, fives and tens
- Recognise and know the value of different denominations of coins

Time

- 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). and solve practical problems for time (quicker, slower, earlier, later).

Fractions

- 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.

DIAMOND 9 – Courage, Challenge, Independent, Collaborative

What if there were no rules? How would everyone stay safe?