

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

Block 1 Small Steps

- Sort objects
- Count objects
- Represent objects
- Count, read and write forwards from any number 0 to 10
- Count, read and writing backwards from any number 0 to 10
- Count one more
- Count one less
- One to one correspondence to start to compare groups
- Compare groups using language such as equal more/greater, less/fewer
- Introduce =, > and < symbols
- Compare numbers
- Order groups of objects
- Order numbers
- Ordinal numbers (1st, 2nd, 3rd)
- The number line

Block 2 Small Steps

- Part whole model
- Addition symbol
- Fact families - Addition facts
- Find number bonds for numbers within 10
- Systematic methods for number bonds within 10
- Number bonds to 10
- Compare number bonds
- Addition: Adding together
- Addition: Adding more
- Finding a part
- Subtraction: Taking away, how many left? Crossing out
- Subtraction: Taking away, how many left? Introducing the subtraction symbol
- Subtraction: Finding a part, breaking apart
- Fact families - The 8 facts
- Subtraction: Counting back
- Subtraction: Finding the difference
- Comparing addition and subtraction statements $a + b > c$
- Comparing addition and subtraction statements $a + b > c + d$

Block 1 N/C Objectives

- Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 10 in numerals and words.
- Given a number, identify one more or one less.
- 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.

Block 2 N/C Objectives

- Represent and use number bonds and related subtraction facts within 10
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one digit numbers to 10, including zero.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Phonics

Begin by assessing ability. First 4 weeks Phase 4 moving onto Phase 5 in the last 3 weeks.

Year 1

Autumn 1



British Values:

The Rule of Law/ individual liberty and mutual respect -
Setting class rules.

Multicultural Links:

Comparing homes in the UK with homes in Brazil and Sierra Leone (Harvest Appeal)

English

Where is Jesus' home?

Key Reading Objectives:

- Making 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.
- Use patterns and repetition to support oral retelling.
- Relate texts to own experiences.
- Retell familiar stories in a range of contexts e.g. *small world, role play, storytelling*.
- Make basic inferences about what is being said and done.
- Recall specific information in texts.
- Introduce and discuss key vocabulary.
- Activate prior knowledge e.g. *what do you know about this animal?*
- Explain clearly their understanding of what is read to them.
- Demonstrate understanding of texts by answering questions related to who, what, where, when and why.

Key Writing Objectives:

- Orally compose every sentence before writing.
- Re-read every sentence to check it makes sense.
- Punctuate simple sentences with capital letters and full stops.
- Use formulaic phrases to open and close texts.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Write simple sentences that can be read by themselves and others.
- Use simple connectives to link ideas e.g. *and*.
- Identify and use question marks.
- Write information texts with simple text type features.

Spelling

- To spell words using the graphemes already covered.
- 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.

Handwriting

- Sit correctly at a table and hold a pencil correctly.
- Hold a pencil with an effective grip.
- Form lower-case letters correctly - starting and finishing in the right place, going the right way round, correctly oriented.
- Form digits 0-9 correctly.
- 'Curly caterpillars' - c, a, d, e, g, o, q, f, s