

## Maths - Challenge

### Which Bible stories mention numbers?

#### Number Place Value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words. Count, read and write numbers to 100 in numerals. *Begin to recognise the place value of numbers beyond 20 (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. Count in 2's, 5's and 10's*

#### Measurement

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 masses/weights. Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as  $7 = \square - 9$ . Recognise and know the value of different denominations of coins and notes.

#### Number Multiplication and Division

Add one-digit and two-digit numbers to 20, including zero. *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 with the support of the teacher. Subtract one-digit and two-digit numbers to 20, including zero. *Recall and use doubles of all numbers to 10 and corresponding halves.* Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

#### 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 spheres.

#### Key Writing Objectives:

##### VOCABULARY, GRAMMAR and PUNCTUATION

- Say, and hold in memory whilst writing, sentences that can be read by themselves and others.
- Separate words with spaces.
- Use capital letters and full stops to demarcate simple sentences.
- Use capital letters for the names of people, places and days of the week.
- Identify and use exclamation marks.
- Use the joining word and to link clauses, e.g. They all pulled the turnip and it came out of the ground.
- Use the joining word but to link words. E.g. I have two sisters but no brothers.

##### COMPOSITION: PLANNING

- Orally plan and sequence ideas 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' Use these to orally rehearse.

##### COMPOSITION DRAFTING AND WRITING

- Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'.
- Re-read every sentence to check it makes sense.
- Orally compose and sequence their own sentences to write short narratives.
- Orally compose simple sentences to write short non-fiction texts, e.g. information text, postcard, instructions.

##### COMPOSITION: EVALUATING AND EDITING

- Discuss their writing with adults saying what they like about it, e.g. my favourite words is....

##### COMPOSITION: PERFORMING

- Read their writing audibly to a small group.

# Year 1

## Spring 1

### Excellent Explorers

#### British Values:

- The rule of law - why do we have laws? - Relevant

#### Multicultural Links

- Classic stories from a range of cultures. Inspirational
- Finding shapes in images from around the world.



## English

### Why was Jesus described as the 'Light of the World'?

Stories by the same Author - Unique  
Non Chronological Reports - Independent  
Poems Learnt by Heart - Collaborative

#### Key Reading Objectives:

##### WORD READING

- Read aloud accurately books that are consistent with their developing phonics knowledge.
- Apply phonic Knowledge and skills to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g l in fin and mind, er in farmer and her, g in giant and grand.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts (use year 1 list)
- Read words containing -ing and, -ed endings.
- Split two syllable words into separate syllables to support blending for reading, e.g. picnic, sticker, dinner, haircut.
- Read the contraction I'm, I'll, we'll.
- Develop fluency, accuracy and confidence by re-reading books.
- Read more challenging texts using phonics and common exception word recognition.

##### DEVELOPING PLEASURE

- Relate texts to own opinions.
- Recognise and join in with language patterns and repetition in stories.
- Orally retell stories in a range of contexts, e.g. small world, role play, storytelling..
- Enjoy and recite simple rhymes and poems including traditional verse.
- Make personal reading choices and give simple reasons for their selection.

##### UNDERSTANDING

- Discuss key vocabulary, linking meanings of new words to those already known.
- Activate prior knowledge e.g. what do you know about mini-beasts?
- Recognise when a text does not make sense while reading and, with prompting, can correct.
- Develop and demonstrate their understanding of characters through role play and drama.
- Give opinions and when prompted, support with reasons.
- Demonstrate understanding of texts by answering questions related to who, what, where, when why and how.
- Identify and describe the main events in stories using words like first, next, after that, later on, at the end.
- Make predictions based on what has been read so far and give simple reasons.
- Identify and describe the main characters in stories. Capture simply in writing, e.g. character profile, role on the wall.
- Discuss the title and predict what the story might be about.
- 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 by answering simple oral questions.
- Locate parts of the text that give particular information e.g. titles, contents page and labelled diagram.

##### PARTICIPATING

- In discussions about books listen to what others say and take turns to speak as directed by the teacher.

## Phonics

### Phase 5 sounds and tricky words. - Phonics Play Week 1-5