

## English

Stories by the same author, Non-Chronological Reports (Jungle Animals)  
Poetry (Christmas)

*How did God make animals special? Why should we take care of jungle animals?*

### Reading

- Apply phonic knowledge and skills to decode words.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts
- Develop fluency, accuracy and confidence by re-reading books

### Understanding

- Discuss key vocabulary, linking meanings of new words to those already known.
- Recognise when a text does not make sense when reading.
- Demonstrate understanding of texts by answering questions related to who, what, where and when.
- Discuss the main events of stories.
- Make predictions based on what has been read so far.
- Identify the main characters in stories.
- Recall information from non-fiction texts e.g. by saying what they have found out.
- Locate parts of the text by naming or labelling e.g. titles, contents page and labelled diagram.

### Writing

- Orally compose every sentence before writing, e.g. say the sentence 3 times to fix in working memory.
- Separate words with spaces, e.g. using a finger
- Use full stops to demarcate simple sentences.
- Use the joining word 'and' to link words in sentences, e.g. Henry had a duck and a dog.
- With adult support, re-read every sentence to check it makes sense.
- Orally compose simple sentences to write short non-fiction texts, e.g. information text, postcard, instructions.
- Read their writing to an adult.

### Spelling and Phonics

- 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. 'ea' in bread and seat; 'o' in post and slot; 'a' in hat and was; 'ow' in snow and cow
- Read accurately by blending sounds in unfamiliar words

*What if God never created animals?*

*DIAMOND 9 –Relevant, Courage, Creativity*



## 'Jumble in the Jungle!'

**Miss Courtney**

**Year 1**

**Autumn 2**

### **British Values**

*Individual Liberty*

*Looking after Our World.*

*Mutual Respect*

*Other countries and cultures*

### **Multicultural Links**

*Learning about the animals of the world*

## Mathematics

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

### Number and Place Value

- Read and write numbers to 50 in figures.
- Count on and back in 1s from any one or two-digit number.
- Count on and back in multiples of 2.
- Order a set of random numbers to 50.
- 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.

### Sequencing and Sorting

- Recognise and create repeating patterns with numbers, objects and shapes.
- Identify odd and even numbers linked to counting in twos from 0 and 1.
- Sort objects, numbers and shapes to a given criterion and their own.

### Fractions

- Understand that a fraction can describe part of a whole.
- Understand that a unit fraction represents one equal part of a whole.

### 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.

### Money

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

### Time

- Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Measure and begin to record time (hours, minutes, seconds).
- Compare, describe and solve practical problems for time (quicker, slower, earlier, later).

*DIAMOND 9 – Courage, Challenge, Independent, Collaborative*