

English

How did God make you special?

- Stories with Repetitive Patterns
- Range of Non- Fiction (What is non fiction/facts)
- Poems on a Theme (Harvest)

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. 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.
- Read common exception words, noting tricky parts (use year 1 list)
- Read words containing-s, -es endings.
- Split two syllable words into separate syllables to support blending for reading, e.g. jumping, pocket, longer, boxes.
- Read the contraction I'm.
- Develop fluency, accuracy and confidence by re-reading books.

DEVELOPING PLEASURE

- When prompted through questioning, relates texts to own experiences, e.g. Have you ever been to the beach?
- Recognise and join in with language patterns and repetition during class story times.
- Orally retell stories using prompts and pictures.
- Enjoy and recite simple rhymes and poems.
- Make personal reading choices, e.g. from the class library.

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 when reading.
- Develop and demonstrate their understanding of characters through role play and drama.
- Give opinions about books, stories and poems.
- 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.

PARTICIPATING

- In discussions about books listen to what others say, responding by nodding or maintaining eye contact.

Key Writing Objectives:

VOCABULARY, GRAMMAR and PUNCTUATION

- Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.
- With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer.
- Use full stops to demarcate simple sentences.
- Use capital letter for the personal pronoun I.
- Identify and use a question mark.
- Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog.

COMPOSITION: PLANNING

- Orally compose every sentence before writing, e.g. say the sentence 3 times to fix in working memory.
- With adult support, re-read every sentence to check it makes sense.
- Orally compose and write sentences to form short narratives. **Creative**
- 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 and peers, giving an opinion, e.g. I like my story because....

COMPOSITION: PERFORMING

- Read their writing to an adult.

Year 1

Autumn 1



British Values:

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

Multicultural Links:

Harvest Appeal.
Jewish Harvest.

English Continued

Spelling – See Support for spellings plans – annotated as required

Handwriting

- Hold a pencil with an effective grip.
- Practice forming letters in correct formation
- Practice forming capital letters

Maths

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

Number and Place Value

- Read and write numbers from 1 to 20 in numerals and words.
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- 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.
- Count in multiples of, twos, fives and tens.
- Solve problems and practical problems involving all of the above. **Challenge**

Measurement Length and Weight

- Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).
- Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence.
- 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 lengths, heights and masses/weights.

Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- 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 $7 = \square - 9$.
- 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 spheres.

Enrichment

Harvest Service **Relevant**

Play games from Jewish Harvest Celebration.