

Year 1 Spring 1

Mathematics—New objectives

The children will:

Count in multiples of twos, fives and tens.

Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Including:

- How arrays illustrate repeated addition and the inverse relationship between multiplication and division
- the language of multiplication and division
- the symbolic representation for \times and \div
- sharing and grouping as structures for division.

Methods for \times

Repeated addition

Grouping on a number line

Arrays

Methods for \div

Practical sharing

Number line grouping

Links to arrays

Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Including:

- Find half of a single object/quantity
- Recognise the fraction notation.
- Find half of quantities.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Including:

- Find a quarter of a single object/quantity
- Recognise the fraction notation.
- Find a quarter of quantities.

Mathematics—Basic skills (revision)

- 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
- Identify one more and one less than any given number.
- Identify and represent numbers using objects pictorial representations.
- Read and write numbers from 1 to 20 in numerals and words.
- Memorise and reason with number bonds to 10 and 20.
- Understand the effect of adding and subtracting zero.
- Explore inverse relationship between addition and subtraction and use this to derive Use practical, real life contexts to explore inverse relationship between addition and new facts.

Literacy

Traditional and Fairy Tales

Read and tell a selection of familiar and less familiar traditional tales (book/audio/video).

Identify basic story elements and summarise the plot using 'beginning-middle-end'.

Identify the main events in traditional tales, sequencing them in chronological order using pictures or sentences.

Compare stories and draw out typical features: beginnings and endings, story language, characters and plots.

Re-enact / retell using pictures, puppets or props. Individuals retell stories for an audience, using story language and organising events in sequence, character voices. Model first.

Capture language ideas and learning to be able to use and apply in the writing phase.

Identify and display the features of traditional / fairy tales.

Focus on particular characters from stories read. Identify information in text about appearance, behaviour, goals and characteristics. Make predictions about how a character might behave in different situations.

Explore motives and behaviour using hot seating and role-play.

Modelling first, write character profiles using pictures, words and captions, based on evidence from text and additional information from role-play.

Include incidental writing opportunities.

Write own version of the same or another traditional tale, first through modelled and shared composition.

Plan, draft, edit and review.

Produce and publish traditional / fairy tales applying all the learning from the block.

Instructions

Demonstrate how to follow a set of instructions e.g. how to print a piece of work, how to take a photograph, how to build a simple model.

If applicable, discuss and write simple labels for devices to support carrying out the instructions. Provide opportunities for the children to carry out and discuss the instructions.

Model and practise giving oral instructions using simple and consistent instructional language. Try following the steps in a different order to reinforce sequencing.

Capture language ideas and learning to use and apply in the writing phase.

The teacher and children read and explore environmental and multi-step instructions together.

Identify and display the features of instructions. Include incidental writing opportunities

Write a sequence of multi-step instructions, first through modelled and then through shared composition.

Independently write instructions based on the sequences followed in immersion phase or other experiences.

Plan, draft, edit and review the instructions.

Produce and publish instructions applying all the learning from the block.

Phonics

Children will continue to follow the Read, Write Inc Phonics Scheme in their streamed ability groups.

Spelling

The children will:

Review the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.

Follow the Liverpool Spelling Scheme for Year 1.

P.E

Dance

The children will:

Develop balance, agility and co-ordination.
Perform dances using simple movement patterns.

Athletics

The children will:

Master basic movements including running and jumping.

Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Maths links: Shape and space: full turns, half turns,

History

The Great Fire of London

The children will:

Learn about events in the past which are important nationally.

Show knowledge and understanding

Know where events fit in a chronological framework

Know different ways we can find out about the past

Understand change, cause and consequences.

Music

Focus 1: Pitch

Music Express unit: 'Animals' (PE)

Focus 2: Exploring sounds

Music Express unit – 'Weather'
(Geography)

Maths links: Beat, clapping rhythms

Come and See

Special People

Focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.

Meals

Focuses on the invitation to know Jesus, to live in communion with him and with one another.

Maths links: Inputting information to create a graph.

Science

Materials

The children will:

- Identify and name a range of materials (wood, plastic, glass, metal, water and rock;
- Classifying and grouping according to a range of physical properties

Maths links: sorting, grouping, same, different, making comparisons, use simple charts

Art & Design

Artwork based around The Great Fire of London

The children will:

Represent observations, ideas and feelings and make images and artefacts, using different materials.

Respond to ideas

Review what they and others have done; say what they think and feel about it.

Computing

Algorithms and programs

(to continue in Spring 2)

Can create a simple series of instructions (left/right)

Can record routes.

Understands forwards, backwards, up and down.

Put two instructions together to control a programmable toy.

Begin to plan and test a Bee-bot journey.

Maths links: positional language (left, right, half turn, quarter turn, forwards, backwards, etc)

Design and Technology

The children will:

Design, make and evaluate a model of Pudding Lane.

Build structures, exploring how they can be made stronger, stiffer and more stable.

Maths links: 2D and 3D shapes, measures