

Year 1 Spring 2

Mathematics

New objectives

The children will learn:

Methods for division

- 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.

Compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

Measure and begin to record lengths and heights.

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.

Compare, describe and solve practical problems for:

- mass/weight [for example, heavy/light, heavier than, lighter than]. Measure and begin to record mass and weight.

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

Continue Instructions unit from Spring 1

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.

Stories from a range of cultures

Tell/Read stories from other cultures with predictable and patterned language.

Identify and talk about the effect of patterns of language and repeated words and phrases.

Join in with and recite parts of or whole stories.

Continued -

Demonstrate how to discuss a book, identifying main characters, events, familiar/unfamiliar settings and looking for patterns in the text. Work as part of a group to discuss a book and then report back to the class.

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

Identify and display the features of stories from other cultures.

Use language play to orally explore, adapt and invent words, sentences or lines based on patterns in familiar stories.

Demonstrate and then children write new sentences based on the patterns explored.

Model re-telling an innovated version of one of the stories, using a story map to support the retelling.

Write the new story, first through modelled and then through shared composition.

Children independently tell and write their own sentences for the whole or part of their story, incorporating ideas from earlier on in the unit and drama.

Plan, draft, edit and review.

Produce and publish a story from another culture 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

Games

The children will:

Master basic movements including throwing and catching.

Develop balance, agility, co-ordination.

Participate in team games.

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, quarter turns, make shapes with our bodies. Comparative language: smaller, larger, longer, shorter,

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.

Maths links: chronology and sequencing

Come and See

Meals

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

Changes

Focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving.

Maths links: Inputting information to create a graph.

Music

Focus 1: Exploring sounds Music Express Unit: 'Our School' (Geography)

Focus 2: Beat

Music Express unit: 'Pattern' (Mathematics)

Maths links: Beat, clapping rhythms, patterns

Science

Seasons

The children will:

- Observe changes across the four seasons;

- Observe and describe weather associated with the seasons and how day length varies.

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.

Maths links: Shape and space

Computing

Algorithms and programs

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

