



Mathematics

Number: Addition and Subtraction

Represent and use number bonds and related subtraction facts within 20
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Add and subtract one-digit and two-digit numbers to 20, including zero.
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Place Value

Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.

Count, read and write numbers to 50 in numerals.

Given a number, identify one more or one less.

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.

Count in multiples of twos, fives and tens.

Measurement: Length and Height

Measure and begin to record lengths and heights.

Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

Measurement: Weight and Volume

Measure and begin to record mass/weight, capacity and volume.

Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Science

Everyday Materials

Naming Materials - To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock by matching a material to its name.

Materials and objects- To distinguish between an object and the material from which it is made by naming and identifying the material from which they are made.

Properties- To distinguish between an object and the material from which it is made by looking at and touching different materials.

Testing Properties- To describe the simple physical properties of a variety of everyday materials by testing different objects.

Umbrella Investigation-

To observe closely by watching what happens to teddy.

To perform simple tests to find out which material would be suitable to make an umbrella from.

To use observations and ideas to suggest answers to questions by deciding which materials would be suitable to make an umbrella.

Sorting- To compare and group together a variety of everyday materials on the basis of their simple physical properties by sorting objects.



Holy Trinity Rosehill

Church of England (V.A.) Primary School

Learning Overview

Year 1

Spring Term 2019

Writing

Spelling

Children will learn to spell words such as the common 'tricky' words list that is now in the back of their Contact books.

Weekly spelling tests now take place and it is important that your child learns these words each week and then begins to use these words in their writing.

Children will continue to practise writing simple sentences dictated by the teacher which contain the 'tricky' words and the phonemes (sounds) learned so far.

Handwriting

Children will continue with weekly handwriting practice. Many are doing very well using their ascenders and descenders - the whoosh into the letter from the line and the flick leading out from the letter and some are beginning to join up.

They are familiar with the letter families - long ladder letters, curly caterpillar letters, one armed robot letters, etc It is important to encourage your child to form their letters correctly as this greatly improves their writing, spelling and writing fluency. Children will be encouraged to use this pre-cursive style in their everyday writing so they become ready to join their letters. Please encourage this at home.

Writing

The children have made great progress with their independent writing and will continue to do so through exciting English lessons which will contain the following opportunities:-

Participate in discussion about what is read to them, taking turns and listening to what others say.

Composing a sentence orally before writing it.

Sequencing sentences to form short narratives (stories)

Reread what they have written to check it makes sense

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.

Participate in discussions, presentations, performances, role play, improvisations and debates.

SPaG

The children will work on joining clauses with and, adding suffixes such as adding ing, ed, es, er and est; prefixes such as un; the use of capital letters for pronouns and sequencing sentences to form short narratives.

Reading

Weekly reading at home is important for your child and is a good indication of their progress in phonics and English overall. It is now school policy for children to read at home 3 times a week, recorded in contact books. The impact this time spent with your child is invaluable to their development and should be seen as a pleasurable time for everyone.

We have daily targeted groups phonics sessions that are working well and allowing specific areas to be worked on in an intensive manner.

Children are responding well and progress is being made. As parents you can access phonics play for free www.phonicsplay.co.uk. Your child will recognise the games. If you need any support with your child's phonics and reading please do ask staff, they will be happy to help.

After a little revision of Phase 3 and 4 phonics, we will begin Phase 5 of their Phonics to help them become more confident and fluent readers.

When working on Phase 5, your child will learn different ways of spelling phonemes (sounds). A grapheme is a letter or group of letters representing a sound.

Phase 5						
New grapheme						
ay (day)	ou (out)	ie (tie)	ea (east)	oy (boy)	ir (girl)	ue (blue)
wh (when)	ph (photo)	ew (new)	oe (toe)	au (Paul)	aw (saw)	
Split digraphs (where the grapheme of the sound is split by another letter)						
a-e (make)		e-e (these)	i-e (like)		o-e (home)	u-e (rule)
New Pronunciations for known letters						
i (fin, find)	o (hot,cold)	c (cat, cent)	g (go, giant)	u (but, put)	ow (cow, blow)	
ou (out, shoulderl, could, you)			er (farmer, her)		y (yes, by, very)	
ie (tie, field)	ea (eat, bread)		a (hat, what)		ch (chin, school, chef)	

