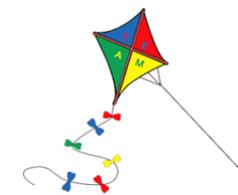


**Year 1 Ash Half Term Learning grid  
Spring 2 topic: Off We Go!**



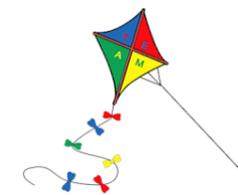
**English Year 1**

<p><b>Traditional Tales - Narrative - Three little pigs (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Use simple noun phrases</li> <li>• Select basic ideas and content linked to purpose</li> <li>• Write a simple sentence with subject/verb agreement</li> <li>• Re-read what they have written to check it makes sense</li> <li>• Join clauses using 'and' 'but' 'so'</li> <li>• Punctuate sentences using a question mark</li> <li>• Can use -er and -est suffixes</li> </ul> <p align="center"><b>Reading</b></p> <p>Read other words of more than one syllable that contain taught sounds.</p> <p>Make inferences based on what is being said and done Become very familiar with key stories, traditional tales, retelling them and considering their particular characteristics</p> <p align="center"><b>Phonics</b></p> <p align="center">Week 1 - Alternative 'ai' recap</p>	<p><b>Non-Fiction - leaflets - Hundred Decker Bus (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Organising ideas and events using simple time related words, numbers, ordering of pictures.</li> <li>• Use simple prepositions.</li> <li>• Write a simple sentence with subject/verb agreement</li> <li>• Re-read what they have written to check it makes sense</li> <li>• Join clauses using 'and' 'but' 'so'</li> </ul> <p align="center"><b>Reading</b></p> <p>Read aloud accurately books that are consistent with developing phonics knowledge</p> <p>Understand the difference between fiction and non-fiction. Become very familiar with key stories and traditional tales</p> <p align="center"><b>Phonics</b></p> <p align="center">Week 3 - Alternative 'igh' recap Week 4 - Alternative 'oa' recap</p>	<p><b>Narrative - Little Boat - Film text (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Organising ideas and events using simple time related words, numbers, ordering of pictures.</li> <li>• Use adventurous vocabulary</li> <li>• Select basic ideas and content linked to purpose</li> <li>• Write a simple sentence with subject/verb agreement</li> <li>• Re-read what they have written to check it makes sense</li> <li>• Join clauses using 'and' 'but' 'so'</li> <li>• Begin to spell words in the contracted form</li> </ul> <p align="center"><b>Reading</b></p> <p>Re-read books to build up their fluency and confident in word reading</p> <p>Read aloud their own writing clearly enough to be heard by their peers and teacher</p> <p>Talk about significant features of layout, e.g. enlarged text, bold, italic, etc.</p> <p align="center"><b>Phonics</b></p> <p align="center">Week 5 -alternative 'oo' recap</p>
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**Mathematics Year 1**

<p align="center"><b>Place Value (2 weeks)</b></p> <p>Count from 20 to 50</p> <p>20, 30, 40 and 50</p> <p>Count by making groups of 10</p> <p>Groups of tens and ones</p> <p>Partition into tens and ones</p> <p>The number line to 50</p> <p>Estimate on a number line to 50</p> <p>1 more and 1 less</p> <p><b>Mental Maths (half term)</b> To count on and back in 2s, 5s, 10s and 3s.</p>	<p align="center"><b>Measurement length and height / .</b></p> <p>Compare lengths and heights</p> <p>Measure lengths using objects</p> <p>Measure lengths in centimeters</p> <p><b>Mental Maths (half term)</b> To count on and back in 2s, 5s, 10s and 3s.</p>	<p align="center"><b>Measure mass and volume</b></p> <p>Heavier and lighter</p> <p>Measure mass</p> <p>Compare mass</p> <p>Full and empty</p> <p>Compare volume</p> <p>Measure capacity</p> <p>Compare capacity</p> <p><b>Mental Maths (half term)</b> To count on and back in 2s, 5s, 10s and 3s.</p>
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Year 1 wider subject areas:

<u>Science</u>	<u>Computing</u>	<u>PE</u>	<u>DT</u>	<u>RE</u>	<u>History</u>
<p><b>Plants - Trees</b></p> <p><i>Children know the different names for a variety of wild and house flowers and trees.</i></p> <p><i>Children know how to identify these plants and trees.</i></p> <p><i>Children know the definition of deciduous (leaves renew every year) and evergreen (leaves remain all year round) and they know how to identify them.</i></p>	<p><b>Coding</b></p> <p><i>We are learning to create a more complex algorithm</i></p>	<p><b>Body Management, Dance</b></p> <p><i>Perform dances using increasingly complex movement patterns.</i></p> <p><i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p>	<p><b>Textiles</b></p> <p><i>Design and Make: Puppets</i></p>	<p><b>Salvation/New Life</b></p> <p><i>Children know that Christians celebrate Easter using symbols of new life.</i></p> <p><i>Children know that Christians celebrate new life at Easter because of Jesus rising from the dead.</i></p>	<p><b>Significant Women</b></p> <p><i>Talk about past and present events in the lives of people from the past.</i></p> <p><i>Understand the past from storytelling.</i></p>