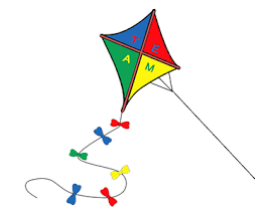


## Ash Year 1 Foundation- Half Term Learning grid Oh I do like to be beside the Sea side!



<p style="text-align: center;"><b>Narrative – Lighthouse Keeper's Lunch</b></p> <ul style="list-style-type: none"> <li>Use adventurous vocabulary</li> <li>Select basic ideas and content linked to purpose</li> <li>Write reliably formed simple and compound sentences</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 an exclamation mark</li> <li>Can spell plural words using s or es</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">-Read words containing contractions and understand that the apostrophe represents the omitted letter(s) -Discuss words meanings, linking new meanings to those already known Find key points in a story or some key facts from an information text</p> <p style="text-align: center;"><b>Phonics/ SPaG rules</b> Week 1 - Plurals 's' and 'es' Week 2 - Adding -er, -est to adjectives</p>	<p style="text-align: center;"><b>Non-fiction – biography – Grace Darling</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 style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">-Make inferences on the basis what is being said and done -Read other words of more than one syllable that contain taught sounds Discuss words meanings, linking new meanings to those already known</p> <p style="text-align: center;"><b>Phonics / SPaG rules</b> Week 3 - Adding the endings -ing to verbs Week 4 - adding the endings -ed to verbs Week 5 - Adding the endings -er to verbs</p>	<p style="text-align: center;"><b>Narrative – The Storm Whale</b></p> <ul style="list-style-type: none"> <li>Know the simple features of traditional tales</li> <li>Use adventurous vocabulary</li> <li>Select basic ideas and content linked to purpose</li> <li>Write reliably formed simple and compound sentences</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 an exclamation mark</li> <li>Spell words using the suffixes -er and -est</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">-Talk about significant features of layout, e.g. enlarged text, bold, italic, etc.</p> <p style="text-align: center;"><b>Phonics / SPaG rules</b> Week 6 – Contractions Week 7 – skills recap</p>
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<b>Mathematics</b>			
<p style="text-align: center;"><b>Place Value and Addition and Subtraction (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can position numbers on a number line.</li> <li>I can position 'nearly numbers' on a number line.</li> <li>I can use number bonds to 10 to solve problems.</li> <li>I can use number bonds to 20 to solve problems.</li> </ul>	<p style="text-align: center;"><b>Fractions with Multiplication and Division (2 weeks)</b></p> <ul style="list-style-type: none"> <li>I can solve one-step multiplication problems.</li> <li>I can solve one-step division problems by grouping. <ul style="list-style-type: none"> <li>I can identify equal and unequal parts.</li> <li>I can find a quarter of a shape.</li> <li>I can find quarter of a quantity.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Measurement (2 Weeks)</b></p> <p style="text-align: center;">I can compare and describe mass.</p> <ul style="list-style-type: none"> <li>I compare and describe capacity.</li> <li>I can solve practical problems for capacity.</li> <li>I can solve practical problems for capacity using fractional language. <ul style="list-style-type: none"> <li>I can sequence events.</li> <li>I can solve practical problems for time.</li> </ul> </li> <li>I can tell the time to the nearest hour and half past the hour.</li> <li>I can draw the hands on a clock face.</li> </ul>	<p style="text-align: center;"><b>Geometry ( 1 week)</b></p> <ul style="list-style-type: none"> <li>I can recognise and name 2-D shapes.</li> <li>I can recognise and name 3-D shapes.</li> <li>I can recognise and match 2-D shapes.</li> <li>I can recognise and match 3-D shapes. <ul style="list-style-type: none"> <li>I can describe position.</li> </ul> </li> <li>I can describe directions and movements.</li> </ul>

<b>Year 1 Wider Subject areas</b>							
<u>Science:</u>	<u>Computing:</u>	<u>Art and design:</u>	<u>Music:</u>	<u>PE:</u>	<u>PSHE</u>	<u>RE:</u>	<u>History:</u>
Plants - Growing (Year 1) WALT identify and describe roots. WALT observe carefully using simple equipment. WALT identify and describe flowers. WALT use parts of the plant to identify and classify it. WALT identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. WALT ask simple questions and recognise the ways in which they can be answered.	Creative Digital Literacy Making Music (2.7) WALT use different sounds in 2sequence to make a tune WALT add and remove sounds from a tune WALT change volume and speed of a tune WALT create a digital tune using chosen sounds	Drawing- Chalk pastels Jean-François Millet (science/plant sketches) Walt :use chalk pastels (Ash) Walt :draw from observation. Walt : Focus on using lines and known geometric shapes to create. Walt : begin to use the techniques of tone, texture, pattern, line and shape. Walt :Learn about the work of artists/designers/craftspeople and make links to our own work.	On the Beach (up) -Structure, Timbre Structure WALT: explore and respond to sequences of events Challenge: distinguish between what is the same/different Timbre WALT: explore, use a range of sounds and sound makers (including vocal sounds) Challenge: respond to a range of sounds	Perform dances using increasingly complex movement patterns. 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	Physical Health Eat well / Catch it! Bin it! Kill it! / My body needs WALT understand how to keep our bodies healthy WALT understand how to keep our minds healthy	People of God/Community What is it like to follow God? Judaism WALT express creatively or recognize what it is like to follow God.	Significant Women Victorian Era Grace Darling WALT: Put event in chronological order WALT: Understand how we find out about the past WALT: Ask questions about the past WALT: Compare aspects of life in different time periods
<b>The Big events this half term are: Trip to Lee-on-Solent/ Learning our new classes and teachers!            The Core values and learning keys we will be focusing on are: Incy independence and Joy!</b>							

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