

**Armathwaite Community Primary School ~ Learning in Year 1 ~ Spring Term**

<b><u>Maths ~ White Rose</u></b> <b><u>Maths Scheme</u></b>	<b><u>National Curriculum Year 1 Objectives</u></b>	<b><u>What to Practise</u></b> ~ How you can help at home
<p>Add by counting on</p> <p>Find &amp; make number bonds</p> <p>Add by making 10</p> <p>Subtraction – Not crossing 10</p> <p>Subtraction – Crossing 10</p> <p>Related facts</p> <p>Compare number sentences</p> <p>Numbers to 50</p> <p>Tens and ones</p> <p>Represent numbers to 50</p> <p>One more one less</p> <p>Compare objects within 50</p> <p>Compare numbers within 50</p> <p>Order numbers within 50</p> <p>Count in 2s , Count in 5s</p> <p>Compare lengths and heights</p> <p>Measure length</p> <p>Introduce weight\mass</p> <p>Measure mass</p> <p>Compare mass</p> <p>Introduce capacity and volume</p> <p>Measure capacity</p> <p>Compare capacity</p>	<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p> <p>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to 50 .</p> <p>Given a number, identify 1 more or 1 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.</p> <p>Count in multiples of 2s, 5s and 10s.</p> <p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Measurement: Weight and Volume</p> <p>Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [ie heavy/light, heavier than, lighter than]; capacity and volume [ie, full/empty, more than, less than, half, half full, quarter]</p>	<ul style="list-style-type: none"> <li>Recite numbers up to and back from 100. As well as counting from 1 and 0 , count from any other number, for example start on 6 and count to 23 and so on. Do a LOT of counting back. The more you do it the more confident your child will become and the easier it will be for them ~ it will become automatic. If you need a 100 square to help with this let me know or pop a note in the learning log. Count on and back in tens.</li> <li>Practise and learn the pairs of numbers to 7, 8 and 10. talk about numbers of objects and work out whether they are odd or even.</li> <li>Think of a number and work out what one or two more or less than that number is by counting on or back. A great way to do this is to play board games like snakes and ladders.</li> <li>Talk about how long, high, heavy, light, full, empty everyday things are.</li> <li>Play with money so your child can recognise coins and begin to make amounts with them, for example 6p, 8p.</li> <li>Look at and talk about the time, using analogue and digital clocks.. Talk about things you do at different times of the day (the passage of time).</li> </ul>

**English**

**What to Practise** ~ How you can help at home

**Speaking and Listening**

This term we continue to focus on listening and responding skills, including following and giving instructions. We are also developing awareness of body language and reading this as part of our speaking and listening. This is called non-verbal communication ~ for example when someone nods when you are speaking to them so you can see how they are responding to what you say.

**Phonics and Grammar**

We are always focusing on speaking correctly, using correct tenses. For example encouraging children to say "I did it" rather than "I done it," or "The bell has rung" rather than "The bell has rang". Helping children to speak grammatically correctly means they will be able to write correctly. We are learning about verbs and nouns and the words we use to describe them (adverbs and adjectives). We are learning about long vowels like 'ai', 'ay', 'a-e' split digraph and noticing which are used in different words. We are also revisiting trigraphs like 'air', 'ure', 'ear' etc.

**Reading**

We are noticing vocabulary in stories and using stories as a stimulus for discussions, including philosophy sessions. We will share stories including 'Same, Same but Different', 'Nothing', 'Ruby', 'Traction Man'. We will also use information books about toys, comparing them to fiction (story) books and finding information from them, including using the contents, index and glossary. We will make our own personal dictionaries and revise alphabetical order.

**Writing**

In writing our focus is on learning to spell words using phonics and by remembering the tricky words. We will break words into syllables. We will write amazing adventure stories and poems about the toys we have made! We will also regularly write together to practise using punctuation in our writing. We will always read our writing through to make sure that it makes sense. We will write lots of things including letters, research, designs, statements of intent, poems.

Talk together as often as you can. Listen to what your child has to tell you. Encourage them to ask questions. Find things out together. All the conversations you have are giving your child more vocabulary to use and they will pick up and use the phrases and sentences you use too.

Children need to learn all the different ways of making sounds. They need to learn the letters that make these sounds. Please help your child to learn these letters (like 'igh' as in 'high'). Notice them in reading books and words you see around. Talk about them. Say the sounds that these letters make but when saying the letters for these sounds use the NAMES of the letters. Your child will bring practise sheets home. Please practise sounding out and blending the words on these lists using the sound buttons and stitches under the words. That will make a huge difference.

Read every day or as close to this as you can. Re-read your child's book and read other books and stories to your child, talking about what you are reading and new words you find. Ask what they think may happen next, why someone did something and how the characters may be feeling. Tell your child what you think (this is called modelling and will help them learn by watching and listening to what you do).

If your child is writing at home help them to form and join their letters correctly and to write them on the line with tall letters tall and hanging down letters hanging down. Always use capital letters for names and the names of places. Practise spellings and use your child's dictionary to help with this.

**Armathwaite Community Primary School**

**Learning in Year Reception ~ Spring Term**

**Maths Development ~ What we will be learning**

**What to Practise ~ How you can help**

**Numbers and Place Value**

We will count to 100 and compare and order numbers to 10, moving on to 20 when we are ready. We will focus on numbers to 6 and check that everyone understands conservation of number. We will estimate numbers of objects and images, counting to 6, 7, 8, 9 and 10 and begin to become aware that teen numbers are 10 plus some more.

We will play with, explore and identify patterns, including line symmetry in images and simple shapes. We will create and extend repeating patterns involving two, three and four items, including images and objects. We will start to learn about odd and even numbers and count in 2s from an even number.

**Addition and Subtraction to 5 and then 10**

We will combine two groups to make a whole.

We will learn about zero and begin to explore and investigate different ways of making 5 and then 10 using objects and learn the number pairs to 10 using Numicon, ten frames and part-whole models.

We will use the language 'add', 'more than', 'equals'.

We will also use practical activities and objects to double. We will introduce halving and, linked to our toys focus, have a teddy bears' picnic, where things are shared in half!

**Geometry ~ Shape and Space ~ Spatial awareness**

We will recognise and identify common 3D shapes learning to name cubes, spheres, cuboids, cones, pyramids and cylinders. We will start to describe the properties of these 3D shapes, including the 2D shapes of their flat faces.

**Measurement**

We will keep a weather diary. We learn how we can time events, helping us to recognise the fact that some events take longer than others. Gradually we will improve our understanding of how time is measured, and recognise units of time: seconds, minutes, hours, days, months and years.

- Keep practising counting, reciting numbers so your child just knows them from memory. Count up and backwards. It's so important to count back as well as up. Count up as you go up the stairs and back as you come down etc. Food provides a good opportunity to talk about how many and compare numbers. Help your child to find different ways of making 6 and 10.
- Talk about less, more and same, finding one more or less than a number.
- See if you can double things. Food is especially good for this ~ double grapes etc! Talk about half and halving objects. Also, talk about halving numbers.
- Talk about time and the passage of time. Talk about what you are doing in the morning, after dinner and so on. Measure how long it takes you to do things in minutes etc (like walk\drive to school, or how long a swimming lesson lasts etc.
- Notice, say the names of and describe shapes around the house and when you are out and about. Talk about and play with money .
- Compare and talk about everything you notice in the world around you.

**Armathwaite Community Primary School**

**Learning in Year Reception ~ Spring Term**

**Communication, Language and Literacy, Reading and Writing** ~ What we will be learning

**What to Practise** ~ How you can help

Speaking and Listening ~ Children love review time which is when they talk about what they have been doing in planning time. It gives them the opportunity to explain, ask and respond to questions, comments and suggestions and listen attentively to others. We are focusing on developing awareness of the person who is speaking or listening to you and reading their body language. We are also learning to take turns in conversation and knowing when to pause to give the person you are speaking to a chance to respond. We will be retelling stories and sharing news. Sharing time is a favourite time of the week!

Talk together as often as you can. You need to make time for this, which could be as you are walking or driving to and from school, eating breakfast or tea together, going for a walk, doing things at the weekend. Listen to what your child has to say and respond and if you don't know the answer to those fantastic questions they ask tell them and you can find out together!

Phonics and Grammar We are working on the trickier phonics now ~ the ones where two letters make one sound, like 'ai' as in 'rain', 'oa' as in 'coat' and 'ch' as in 'chin' or 'much'. We also continue to learn the order of the letters of the alphabet and the names of the letters. We are always learning to speak grammatically correctly and, as part of this, we are looking at verbs (doing words), nouns (objects) and words we use to describe them (adverbs and adjectives).

Read every day. Practise the words in the A5 wallet. Also learn the sounds in the other wallet and sound and blend words on the lists in your child's book bag. Make it fun and play games to help to develop your child's working memory.

Reading

We are reading lots of toy stories, including 'Same, Same But Different', 'Nothing', 'Ruby', 'Traction Man'. We will discuss and retell these stories and use them as part of our philosophy learning. Your child will read a new book each week which they will bring home to read with you. They will have words in a clicky wallet to go with this. These words are to practise and learn at home. They will also have phonics to learn and word lists to sound and blend.

Notice words and logos all around you when you are out and about or just eating breakfast! Read your child's reading book with them every day if you can. This makes so much difference. Encourage them to read with other family members. Make sure you have no TV\devices switched on at the time as this could distract your child when you are reading. Practise and learn the words in the clicky wallet. Make sentences from the book with them. Make reading time important and special and expect your child to do it.

Writing We are continuing to learn to form our letters and beginning to remember which family of letters they belong to. We do shared and modelled writing together and are talking about letters, words and sentences. We are providing purposeful, relevant writing opportunities and encouraging your child to use their writer's voice to compose what they would like to write.

Support your child to listen for sounds in words. Model writing for them if you can. Help your child to learn to form the letters correctly when they are practising in the mornings.