



Mathematics **New to Spring Term**

Number - Number and Place Value (Tens and Ones)

Most children in Year 1 will be ready to learn how to count to 100 both forwards and backwards from any given number and then **count to 125 both forwards and backwards**. They might also begin to learn how to read and write numbers to 100 in digits (e.g knowing that 34 is thirty four) and count in steps of **2**, **5** and **10**.

Pupils will learn to say the number that is one more or less than any number to 100 and will become familiar with vocabulary such as: equal to, more than, less than, fewer, least and most, in order to answer questions containing this type of vocabulary, particularly in mental maths activities.

Children may also start writing number words to 20 (e.g eight, thirteen etc) **and order numbers using vocabulary such as first, second, third etc.**

Number - Addition and Subtraction

In Year 1, most children are taught to recognise the following symbols: +, - and = and number bonds to 10 and 20 (these are both addition and subtraction number pairs which make 10 and 20, e.g $4 + 6 = 10$, $10 - 6 = 4$, $14 + 6 = 20$ and $20 - 6 = 14$). Number bonds are a great way of helping calculate quickly.

Your child may work on adding and subtracting one digit and two digit numbers to 20, including as part of solving simple problems. **Your child might be given missing number problems to see if they can apply their knowledge of number bonds, e.g $20 - ? = 8$ or $3 + ? = 10$.**

They will most likely be exposed to the following vocabulary often found in word problems: total (+), altogether (+), add, take away, **difference between (-)**, **distance between (-)**, **less than (-)** and **more than (+)**. This will help your child to become familiar with what a word problem is actually asking them to do in order to find out the answer.

Measurement

Your child will learn to measure and begin to record length and height and compare, describe and solve practical problems for length and height [for example, long/short, longer/shorter, tall/short].

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

Reading

Reading - Weekly reading at home is important for your child and is a good indication of their progress in phonics. We have daily targeted small 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.

Please make sure you record in the Contact book each time your child reads so that we can see how they are managing at home.

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.

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.

