

## **In Mathematics we will be learning to:**

### **Measurement - time**

- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds)
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

### **Number - place value**

- Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.
- Count, read and write numbers from 1-40 in numerals and words.
- Identify and represent numbers using objects and pictorial representations.
- Given a number, identify 1 more or 1 less.

### **Number - addition and subtraction**

- Add and subtract one digit and two digit numbers to 40, including zero.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three digit numbers.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

### **Measures - length and height**

- Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half
- Measure and begin to record lengths and heights.

### **Number - multiplication and division**

- Count in multiples of twos, fives and tens.
- Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### **Number - fractions**

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## **In English we will be learning to:**

### **Word Reading**

- Respond quickly with the correct sound for graphemes (using phonemes taught so far). Blend GPCs to read accurately.
- Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words).
- Read words containing taught GPCs and ending in -s, -es and ing.
- Read words of more than one syllable.
- Apply phonic knowledge.
- Read aloud accurately books that match their phonic knowledge.
- Re-read books to build fluency and confidence

### **Comprehension**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
  - Being encouraged to link what they read or hear to their own experiences.
  - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  - Learning to appreciate rhymes and poems, and to recite some by heart.
  - Discussing word meanings, linking new meanings to those already known.
- Understand both the books that we can already read accurately and fluently and those that we listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correcting inaccurate reading.
  - Making inferences on the basis of what is being said and done.
  - Predicting what might happen on the basis of what has been read so far.

### **Writing**

- Spell words containing each of the 40+ phonemes already taught and common exception words
- Use letter names to distinguish between alternative spellings of the same sound.
- To use the spelling rules for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Write sentences by:
  - Saying out loud what they are going to write about.
  - Composing a sentence orally before writing it.
  - Sequencing sentences to form short narratives.
  - Re-reading what they have written to check that it makes sense.
- Develop their understanding of vocabulary, grammar and punctuation by:
  - Leaving spaces between words.
  - Joining words and joining clauses using "and".
  - Beginning to punctuate sentences using a capital letter and a full stop
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'