

English and Maths Overviews Year 1  
Spring Term One 2018 – 2019

|                             | Week 1   | Week 2   | Week 3  | Week 4                        | Week 5  | Week 6  |
|-----------------------------|--|--|---|-------------------------------|---|---|
| <b><u>Text/Focus</u></b>    | <u>3 Little Pigs</u><br>Weekend news<br>Retelling the story<br>Character descriptions  | <u>Night Pirates</u><br>Weekend news<br>Retelling the story<br>Character descriptions  | <u>5 minutes Peace</u><br>Weekend news<br>Retelling the story<br>Character descriptions   | <b><u>Assessment Week</u></b> | <u>Little Red Riding Hood</u><br>Weekend news<br>Retelling the story<br>Character descriptions  | <u>Queens Knickers</u><br>Weekend news<br>Retelling the story<br>Character descriptions   |
| <b><u>Grammar</u></b>       | Understanding regular plural noun suffixes –s and -es.   | Suffixes where no change is needed in the spelling of root words: <i>e.g. helping, helper, helped.</i>   | Prefix –un to change the meaning of verbs and adjectives <i>eg. untie, unkind</i>   | <b><u>Assessment Week</u></b> | To add question marks and exclamation marks.  | To continue to recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week. |
| <b><u>Spellings</u></b>     | high, night, light, bright, right, might, fight, tight, sight, fright.   | ear, clear, tear, fear, near, hear, dear, smear, year, beard.  | unhappy, undo, unscrew, unfair, unlock, untie, uncover, unplug, unpack, unclip.   | <b><u>Assessment Week</u></b> | core, swore, more, snore, shore, chore, ore, store, sore, wore.   | pause, cause, Paul, sauce, August, dawn, fawn, lawn, yawn, prawn.   |
| <b><u>Comprehension</u></b> | Predict what the story is going to be about by exploring the cover and discussing the title.   | Discuss the significance of presenting some of the words / illustrations in this way?  | Make inferences about the front cover. How do the two characters appear to feel about each other?   | <b><u>Assessment Week</u></b> | Children to think about questions that they would have to ask the author/characters.  | Make inferences about the front cover. Where do you think the character will travel to?<br>How do you know?                               |
| <b><u>Writing</u></b>       | Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.<br><br>Compare the characters of the hungry wolf and the pigs. | Retell: Describe the duties that a pirate needs to complete each morning thinking about the order.<br><br>Discuss whether they would want to be pirate...explain why/why not.. | Discuss what they have written with their peers and suggest of ways to improve their writing. Show evidence of improving a sentence beneath the subtitle:<br><i>Editing</i> | <b><u>Assessment Week</u></b> | Rehearse and present rhyming sentences to an audience.<br>Visualise and comment on events, characters and ideas, making imaginative links to their own experiences. | Sequencing more complex sentences to form a short narrative.  |

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| <p><b><u>Phonics</u></b></p>     | <p><b>ar words</b><br/>Looking at alternative graphemes.<br/>Car<br/>Bar<br/>Far<br/>Star<br/>Farm<br/>Garden</p>  | <p><b>er words</b><br/><b>er</b> (stressed sound) - her, term, verb<br/><br/><b>er</b> (unstressed sound) - butter, letter, summer, winter, greener, mixer.<br/><br/><b>ir words</b><br/>girl<br/>bird<br/>shirt<br/>skirt<br/>third</p> | <p><b>ur words</b><br/>Fur<br/>Turn<br/>Burn<br/>Curl<br/>Hurt<br/>Church<br/>Burst</p>   | <p><b><u>Assessment Week</u></b></p> | <p><b>oo words</b> (short)<br/>Look<br/>Book<br/>Took<br/>Cook<br/>Foot<br/>Wood<br/><br/><b>oo words</b> (long)<br/>Moon<br/>Spoon<br/>Zoo<br/>Soon<br/>Food<br/>Root</p>                       | <p><b>oa words</b><br/>Boat<br/>Coat<br/>Road<br/>Soap<br/><br/><b>oe words</b><br/>Toe<br/>Goes<br/><br/><b>ow words</b><br/>Blow<br/>Snow<br/>Show<br/>Slow<br/>Grow<br/><br/><b>o-e words</b> (o and the magic e)<br/>Hope<br/>Nose<br/>Note<br/>Stone<br/>Close</p> |
| <p><b><u>Mathematics</u></b></p> | <p><b><u>Place Value</u></b><br/>Reinforce different ways to show single digit numbers. One more, one less - make the link to <b>ordinal numbers</b></p> | <p><b><u>Fractions</u></b><br/>Start counting in steps of 4<br/>Recap half with strips and then find what happens when you halve a strip twice – quarters</p>  | <p><b><u>Mental Strategies</u></b><br/>Mental calculation strategies as in Term 1, picking up on any that weren't covered e.g. Number pairs for all numbers to 10. Doubling, halving, near doubles, counting on and counting back</p> | <p><b><u>Assessment Week</u></b></p> | <p><b><u>Addition – working towards written method</u></b><br/>Work towards the written method for addition and subtraction<br/>Reinforce links to addition and subtraction using bar model.</p> | <p><b><u>Subtraction – working towards written method</u></b><br/>Reinforce links to addition and subtraction using bar model.<br/>Focus on subtraction of tens, subtract ones.</p>   |