

Ickniel Walk First School
Year 1 Long Term Planning – Autumn Term

Topic	Where do I live?	Toys
English	<p><u>Writing focus: Non-fiction</u></p> <ul style="list-style-type: none"> • Sentences about our school and local area. • Sentences about our facial features. • Introducing adjectives to describe a town and countryside. <p><u>Writing focus: Fiction</u></p> <ul style="list-style-type: none"> • Using story language and joining in with repetitive phrases; based on The Three Little Pigs. • To create a wanted poster for the wolf using adjectives. • Create a story map about the Three Little Pigs. • Re-telling the story of the Three Little Pigs. <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Oral Rehearsal – retelling familiar stories. • Listening and responding to stories. • Discussing own interests, wishes and activities. <p><u>SPAG (Spelling, Punctuation and Grammar)</u></p> <ul style="list-style-type: none"> • To sequence words to form a narrative. • To use adjectives. 	<p><u>Writing focus: Non-fiction</u></p> <ul style="list-style-type: none"> • Creating an information book about old toys. • Re-telling the story of the Gunpowder Plot. • Writing a recount about the Gunpowder Plot. • Writing sentences about old and new toys. <p><u>Writing focus: Narrative</u></p> <ul style="list-style-type: none"> • Writing sentences to retell Lost in the Toy Museum using verbs. <p><u>Writing focus: Poetry</u></p> <ul style="list-style-type: none"> • To understand rhyming words. <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Questioning – materials investigation. • Listening and responding to stories. • Asking questions. • Oral Rehearsal – retelling familiar stories <p><u>SPAG (Spelling, Punctuation and Grammar)</u></p> <ul style="list-style-type: none"> • To use question marks. • To use the conjunction ‘and’. • To use onomatopoeias to describe fireworks. • To use exclamation marks. • To use verbs.
Mathematics	See end document for overview of Mathematics in Y1	

Science	<p><u>Animals (including humans)</u></p> <ul style="list-style-type: none"> • Identify, name and label the basic parts of the human body and say which part of the body is associated with each sense. • Investigation: To use pictograms to present evidence about eye colour <p><u>Investigating everyday materials</u></p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name variety of everyday materials. • Describe the simple physical properties. • Compare and group everyday materials on the basis of their everyday properties • Perform simple tests and follows the teachers instructions. • Uses simple equipment. • Gathers and records simple data to help in answering questions. • Investigation: How does the type the material effect the strength of the house? <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> • Observing changes in nature throughout the year (spoken language). 	
Computing	<p><u>Computing systems and networks - Technology around us</u></p> <p>In this unit, learners will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p>	<p><u>Creating Media – Digital Painting</u></p> <p>During this unit, learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p>
History	N/A	<p><u>Guy Fawkes</u></p> <ul style="list-style-type: none"> • To retell the story of the Gunpowder Plot. • To sequence the events. • To understand why we celebrate why we celebrate bonfire night. <p><u>Toys</u></p> <ul style="list-style-type: none"> • Children look at and compare old and new toys and how they were used. • Teddy timeline to show changes over time.

Geography	<p><u>Countries of the U.K, exploring our local area and comparing the countryside to a town</u></p> <ul style="list-style-type: none"> • Identify the four countries of the United Kingdom and their capital cities. • Investigate what is wonderful about our school using our senses. • Field work - Walk around the school grounds and a local walk of Royston. • Explore key features of our local area and make a simple aerial map. • Look at physical and human features of a town and countryside. • Using basic geographical vocabulary to refer to key human features: including city, town, village, house and shop. 	N/A
Art	<p><u>Painting and Drawing</u></p> <ul style="list-style-type: none"> • Observing our anatomy (faces) to sketch and then paint self-portraits. • Town and Country collages and water colour painting. • Show more control over the marks made. • Applying colour with ready mixed paint and pastels in order to paint a self-portrait. • Experiment with different sizes and types of brushes to create different effects and techniques. • Identify primary and secondary colours by name, and learn to make secondary colours. • Paint with creativity and expression. 	N/A
D&T	<p><u>To design, make and evaluate a model playground</u></p> <ul style="list-style-type: none"> • To evaluate existing structures. • To explore different types of playground equipment • To build structures, exploring how they can be made stiffer, stronger and more stable. • To select from and use a wide range of materials and components, including construction materials. 	N/A

	<ul style="list-style-type: none"> • Construct using cardboard boxes, paint and card to create a model playground. • To use a range of equipment and tools to perform practical tasks such as cutting shaping, joining and finishing. 	
PE	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Choose two ways of travelling, e.g. walking backwards safely and a roll. • To link two movements to make a short movement phrase and perform. • To know when to start and finish and to make shapes when starting and finishing. <p><u>Games – Large ball skills</u></p> <ul style="list-style-type: none"> • To send and receive. • Spatial awareness. • Individual work and small groups. • 3v1 games – small sided games. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To explore movements and balances. • To explore wide, narrow and curled shapes. • To learn how to link three movements together. <p><u>Outdoor games</u></p> <ul style="list-style-type: none"> • Tag rugby - getting used to putting on belts and tags and tagging each other. • Playing tag games.
RE	<p><u>Human Responsibilities and Value</u></p> <ul style="list-style-type: none"> • Thankful for our Natural World • How do religious people and non-religious people express thankfulness? <p><u>Beliefs and Practices</u></p> <ul style="list-style-type: none"> • Harvest <p><u>Prayer, Worship and Reflection</u></p> <ul style="list-style-type: none"> • Giving thanks through prayer <p><u>Symbols and Actions</u></p> <ul style="list-style-type: none"> • To explore Sukkot 	<p><u>Beliefs and Practices</u></p> <ul style="list-style-type: none"> • Hanukkah • Advent • Nativity Story • Light <p><u>Symbols and Actions</u></p> <ul style="list-style-type: none"> • Symbol of Light in Christianity and Judaism

PSHE	<p><u>Sebby Star</u></p> <ul style="list-style-type: none"> • Social and emotional well being <p><u>Families and Friendships</u></p> <ul style="list-style-type: none"> • Roles of different people; families; feeling cared for; special people in our lives. <p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> • Recognising privacy; staying safe; seeking permission; transition to new year group; feeling safe. <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • How behaviour affects others; being polite and respectful; to recognise how we feel; sharing our own feelings and understanding feelings of others. <p><u>No Outsiders – Respectful relationships and respecting ourselves and others</u></p> <ul style="list-style-type: none"> • Recognising that everyone is different but all belong – Elmer story and activity. • I know how to ask for help – Errol’s Garden story and activity. 	
Music	<p><u>Sounds Interesting</u></p> <ul style="list-style-type: none"> • Ourselves - Exploring Sounds • Number – Beat 	<p><u>Performance</u></p> <ul style="list-style-type: none"> • Christmas production preparation
Trips	Walk around local area and school Carol concert at church	
Role Play	Houses Three Little Pigs Cottage	Toy hospital (Courtyard and Role Play) Santa’s workshop
Events	Theatre group – The Magical Toy Museum Christmas Play	

Icknield Walk First School
Year 1 Long Term Planning – Spring Term

Topic	Superheroes	Nature, nature everywhere!
English	<p><u>Writing focus (Narrative)</u></p> <ul style="list-style-type: none"> • Making a Superhero comic strip about Traction Man. • Design own superhero using adjectives (labelling the features). • Use conjunctions to explain superpowers. • Retell the story ‘Supertato’ and innovate own villain. • Make a wanted poster for our villain using adjectives and conjunctions. <p><u>Writing focus (Non-fiction)</u></p> <ul style="list-style-type: none"> • To write sentences about Florence Nightingale and Mary Seacole. <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Vocabulary – sequencing language. • Using Talk for Writing to retell the story Supertato. <p><u>SPAG (Spelling, Punctuation and Grammar)</u></p> <ul style="list-style-type: none"> • To use onomatopoeias, exclamation marks and speech bubbles. • To use adjectives, question marks and conjunctions. 	<p><u>Writing focus (Narrative)</u></p> <ul style="list-style-type: none"> • To innovate their own story of Stanley’s Stick. • Write sentences using adjectives, past tense, conjunctions and punctuation about Stanley’s Stick. <p><u>Writing and speaking focus (Non-fiction)</u></p> <ul style="list-style-type: none"> • Write sentences about parts of a plant, wild and garden plants. • Write sentences about the growth of a sunflower and what a plant needs to grow. <p><u>Writing and speaking focus (Non-fiction)</u></p> <ul style="list-style-type: none"> • Using sequencing language based on making and writing instructions for a ‘fruit salad’. <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> • Questioning – observing the growth of a sunflower. • Oral Rehearsal/Presenting • Freeze Frames. <p><u>SPAG (Spelling, Punctuation and Grammar)</u></p> <ul style="list-style-type: none"> • Write sentences to form a short narrative. • Use question marks and exclamation marks to demarcate sentences. • Use ‘I’ and past tense • To use imperative verbs. • To use conjunctions and adjectives.
Mathematics	See end document for overview of mathematics in Y1	
Science	N/A	<p><u>Parts of plants</u></p> <ul style="list-style-type: none"> • Using our senses to investigate fruit and vegetables. • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.

		<ul style="list-style-type: none"> • Observing fruit and vegetables closely . • Observing the growth of a sunflower over time. • Investigation: to identify the part of the plants we eat.
	<p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> • Observing changes in nature across the four seasons. • Observe and describe weather associated with the four seasons and how day length varies. 	
Computing	<p><u>Programming A – Moving a robot</u></p> <p>This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>	<p><u>Grouping data</u></p> <p>This unit introduces pupils to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. Pupils will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p>
History	<p><u>Superheroes</u></p> <ul style="list-style-type: none"> • The lives of significant individuals in the past and compare life in different periods (hospitals). • Explore superheroes in our everyday lives (our heroes, real life superheroes, Florence Nightingale and Mary Seacole) 	N/A
Geography	N/A	<p><u>Nature, Nature Everywhere!</u></p> <ul style="list-style-type: none"> • Identifying the seasonal weather patterns within the United Kingdom. • To write sentences to describe changes within seasons. • Fieldwork – Designing and creating a Year 1 garden area and looking after it. • Fieldwork – Observing the seasons throughout the year.

Art	<p><u>Famous Artists and Drawing</u></p> <ul style="list-style-type: none"> • Explore the work of Andy Warhol. • Make links to famous artists and their own work. • Extending use of variety of different drawing tools such as pencil, oil pastels and IT software to create a repeating image. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Observational sketching of fruit and vegetables. • Experiment with a variety of media (chalk, pencils, charcoal and crayons). • Begin to investigate tone and shade by drawing lighter/darker marks. • Draw on different surfaces with a range of media. • Name, match and draw lines and shapes from observations • Investigate textures by naming, describing, rubbing and copying. • Look at the artist ‘Andy Goldsworthy’. Investigate making different shapes and patterns using natural materials.
D&T	<p><u>To design, make and evaluate a vehicle for a superhero</u></p> <ul style="list-style-type: none"> • Explore and use mechanisms in products. • To evaluate existing products with wheels and axels. • Talk about and start to understand the simple working characteristics of materials and components. • To use a range of equipment and tools to perform practical tasks such as cutting shaping, joining and finishing. 	<p><u>To design, make and evaluate a fruit salad</u></p> <ul style="list-style-type: none"> • With support, follow a simple plan. • To be able to cut and measure ingredients. • Begin to select from a range of hand tools and equipment. • Learn to use kitchen equipment and hand tools safely and hygienically. • To know that food comes from plants or animals. • To know that it is important to eat at least five portions of fruit and vegetables and explain why.

PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> To create, perform and share short dances To create controlled movements To create a sequence of movements To create dances using a range of shapes, actions and dynamics and clear starting and finishing positions. To control and co-ordinate our bodies. <p><u>Multi-skills</u></p> <ul style="list-style-type: none"> To practise agility, balance and coordination skills. 	<p><u>Multi-skills</u></p> <ul style="list-style-type: none"> To practise agility, balance and coordination skills. Tennis games – Sports Partnership Professional Coach. <p><u>Outdoor games</u></p> <ul style="list-style-type: none"> Football (dribbling skills, kicking and controlling the ball and movement). Small team games
RE	<p><u>Identity and Belonging to family</u></p> <ul style="list-style-type: none"> Belonging to a family, group, religious group, club etc. How do religious and non-religious people look after each other in the local community? To create a recipe to live together happily. <p><u>Ultimate Questions</u></p> <ul style="list-style-type: none"> How do we know when to be good? Does religion teach us how to be good? <p><u>Beliefs and Practices</u></p> <ul style="list-style-type: none"> Lent 	<p><u>Beliefs and Practises</u></p> <ul style="list-style-type: none"> Easter <p><u>Symbols and Actions</u></p> <ul style="list-style-type: none"> Symbols of Easter <p><u>Human Responsibilities and Values</u></p> <ul style="list-style-type: none"> Caring for others <p><u>Justice and Fairness</u></p> <ul style="list-style-type: none"> Stories of Jesus' life – Feeding the 5000
PSHE	<p><u>Belonging to a Community</u> What rules are; caring for others' needs; looking after the environment</p> <p><u>Media Literacy and Digital Resilience</u> Using the internet and digital devices; communicating online</p> <p><u>Money and Work</u> Strengths and interests; jobs in the community</p> <p><u>No Outsiders</u> Inclusive play – Going to the volcano story and activity. Understanding our feelings – The Boy who loved everyone story and activity</p>	
Music	<p>Machines - Beat Seasons - Pitch</p>	<p>Animals – Pitch Weather – Exploring sounds</p>
Trips	N/A	N/A
Role Play	Superhero Den	Vets (courtyard and roleplay) Animal Hut Garden Centre
Events	N/A	Nature Event

Topics	Buckets and Spades	Buckets and Spades
English	<p><u>Writing focus (Fiction)</u></p> <ul style="list-style-type: none"> To write a postcard about a seaside trip in the past. <p><u>Writing focus (Non-Fiction)</u></p> <ul style="list-style-type: none"> To write a recount about the school trip. To write about human and physical features at the seaside. To write sentences about Hunstanton. To write sentences comparing the seaside from the past and now. <p><u>Writing focus (Poetry)</u></p> <ul style="list-style-type: none"> To write a senses poem about the seaside. <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> Vocabulary – Comparative language about the seaside from the past and present. Questioning Oral rehearsal/presenting – reciting poems <p><u>SPAG (Spelling, Punctuation and Grammar)</u></p> <ul style="list-style-type: none"> To write for a range of purposes and using a variety of conjunctions. To use the past tense and 'I'. 	<p><u>Writing focus (Fiction)</u></p> <ul style="list-style-type: none"> Re-telling and innovating 'The Lighthouse Keeper's Lunch'. To design a disgusting sandwich, using adjectives. <p><u>Writing focus (Non-Fiction)</u></p> <ul style="list-style-type: none"> To write a report about a sea creature. To write sentences about animals. To write sentences about lighthouses. To write a 'Thank you Letter' to Grace Darling. <p><u>Writing and speaking focus (Poetry)</u></p> <ul style="list-style-type: none"> Reciting and performing poetry based on rough sea, calm sea. <p><u>Spoken Language</u></p> <ul style="list-style-type: none"> Oral rehearsal/presenting – reciting poems Role play Acting out the story of Grace Darling. <p><u>SPAG (Spelling, Punctuation and Grammar)</u></p> <ul style="list-style-type: none"> Writing for a range of purposes and using a variety of conjunctions. To use adjectives. To use suffixes 'er' and 'est'.
Mathematics	See end document for overview of Mathematics in Y1	
Science	<p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> Investigation – To investigate how much rain falls in a week and whether this is what is expected for the time of the year <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Observation of a real life fish. Describe and compare the structure of a variety of common animals, fish, amphibians, reptiles, birds and mammals (including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 	

Computing	<p><u>Creating Media – Digital writing</u></p> <p>During this unit, learners will develop their understanding of the various aspects of using a computer to create and manipulate text. Learners will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p><u>Programming B – Introduction to animation</u></p> <p>This unit introduces learners to on screen programming through Scratch. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify and create programs. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>
History	<p><u>Seaside holidays in the past</u></p> <ul style="list-style-type: none"> • How to find out about the past from range of sources of information. • To ask and answer questions about the past. • To compare seaside holidays now and in the past. <p><u>Animals</u></p> <ul style="list-style-type: none"> • Compare Charles Darwin and David Attenborough and their achievements. • Make an animal fact file about animals found on The Galapagos. <p><u>Grace Darling</u></p> <ul style="list-style-type: none"> • The lives of significant men, women and children from the history of Britain – Grace Darling/RNLI. 	
Geography	<p><u>Features of the seaside, simple map skills</u></p> <ul style="list-style-type: none"> • Make observations about where things are located and about other features in the environment. • Looking at key human and physical features of a seaside (including cliff, coast, beach, harbour, port), making a simple map and use/construct a simple key. • Using geographical vocabulary to refer to key seaside features. • Identify coastal areas around the UK. • Field work – Locating features of a seaside at Hunstanton. 	
Art	<p><u>Collage</u></p> <ul style="list-style-type: none"> • Experiment with creating art from a variety of media (cotton wool, buttons, beads, fabrics, sequins). • Sort and group materials for different purposes e.g. colour, texture, symmetry and shape. • Describe different textures. • Begin to fold, crumple and tear paper. • Work on different scales. • Begin to create textured paint by adding sand. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> • To look at a painting of the Grace Darling rescue. • Use different types of paint (watercolour) to make true life representations. • Identify primary and secondary colours by name and know how to make secondary independently. • Match colours to artefacts and objects. • Experiment with different sizes and types of brushes to create different effects and techniques.

D&T

To design, make and evaluate sock puppets

- To select from and use a wide range of materials and components such as textiles, according to their characteristics.
- To evaluate existing puppets.
- To use a range of equipment and tools to perform practical tasks such as cutting shaping, joining and finishing.

PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Create, perform and share short dances based on the story ‘ Fidgety Fish’ by Ruth Galloway. • Create dances with a clear start and finish, and a range of shapes and actions in the middle. <p><u>Outdoor games</u></p> <ul style="list-style-type: none"> • Golf – Sports partnership – Professional Coach • To practise striking and fielding. • To practise bat and ball skills. 	<p><u>Outdoor Games</u></p> <ul style="list-style-type: none"> • Cricket and kick rounders • Revisit skills learnt to get ready for sports day. • To practise running, throwing and jumping skills. • To play field games.
RE	<p><u>Worship and Reflection</u></p> <ul style="list-style-type: none"> • What stories are important to different religious groups? <p><u>Sources of Wisdom, Beliefs and Practises and Symbols and Actions</u></p> <ul style="list-style-type: none"> • Special books • Looking at the bible and the Torah • Look at stories from the bible and the Torah. <p><u>Ultimate Questions</u></p> <ul style="list-style-type: none"> • Who am I?Where do I belong? • Where is God? • Why is Jesus so important? • Who made the world? 	
PSHE	<p><u>Physical Health and Mental Wellbeing</u> Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><u>Growing and Changing</u> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><u>Keeping Safe</u> How rules and age restrictions help us; keeping safe online; seaside safety</p> <p><u>No Outsiders</u></p> <ul style="list-style-type: none"> • What’s great about me – I love me story and activity. • Families and friendships, working together, problem solving – Bathe the Cat story and activity. 	
Music	<p>Storytime – Exploring Sounds Our Bodies - Beat</p>	<p>Water – Pitch Travel - Performance</p>
Trips	<p>Trip to the beach - Hunstanton</p>	
Role Play	<p>Lighthouse related to Grace Darling, Beach Café, RNLI (courtyard) Ice cream parlour Aquarium</p>	
Events	<p>N/A</p>	<p>N/A</p>

Spelling, Punctuation and Grammar (SPAG)

Where this will be incorporated as part of a literacy unit it is indicated in the termly plans above.

In addition, this year we will cover in specific grammar lessons the following:

- Regular plural noun suffixes – s or –es (for example dog/dogs; wish/wishes), including the effects of these suffixes on the meaning of the noun.
- How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, undoing, untie).
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How words can combine to make sentences.
- Joining words and joining sentences using '**and**'.
- Sequencing sentences to form short narratives.
- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun I.
- Terminology the children will learn: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

The Year 1 Learner

Working mathematically

By the end of year 1, children begin to solve simple problems involving addition and subtraction in familiar contexts such as going shopping, using a range of hands-on equipment, symbols, images and pictures. They begin to use what they know to tackle problems that are more complex and provide simple reasons for their opinions.

Number

Counting and understanding numbers

Children will identify and represent numbers using objects, pictures and models, such as the number line, and use 'equal to, more than, less than (fewer), most and least.' Children will accurately count numbers to, and across, 100 forwards and backwards from any given number with increasing understanding. They count, read, write and order numbers in numerals up to 100 and from 1 to 20 in words. When given a number, they can identify one more and one less. They can count in multiples of twos, fives and tens.

Calculating

Children will understand known addition and subtraction facts within 20, including zero. They will demonstrate an understanding of multiplication and division through grouping and sharing using hands-on resources, pictorial representations and arrays (2, 5 and 10). They understand doubling and halving small quantities.

Fractions

Through play and hands-on resources, children will find and name half and one quarter of objects, shapes and quantities.

Measurement

Children will begin to measure using non-standard units (finger widths, blocks etc.) moving to standard units of measure (e.g. cm) using tools such as a ruler, weighing scales and containers. They will begin to record and compare measurements such as lengths and heights, mass and weight, capacity and volume using language such as long / short; heavy / light; full / half-full / empty. They will tell the time to the hour, half past the hour and be able to sequence events in chronological order using precise language (for example, before and after, next, first, today etc.). Children will recognise and know the value of different denominations of coins and notes.

Geometry

Children will recognise and name common 2-D shapes, e.g. rectangles (including squares), circles and triangles, and 3-D shapes, e.g. cuboids (including cubes, pyramids and spheres) in different orientations and sizes. They will describe position, direction and movement, including whole, half and three quarter turns.

Statistics

In preparation for year 2, children will begin to compare, sort and classify information, including through cross curricular links e.g. science – sorting materials into groups according to their properties. They will also begin to construct simple pictograms and tables.