



MATHEMATICS AND COMPUTING

Number - number and place value KS1

- **m1** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- **m2** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- **m3** given a number, identify one more and one less
- **m4** 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
- **m5** read and write numbers from 1 to 20 in numerals and words.

Number - multiplication and division KS1

- **m10** 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 KS1

- **m11** recognise, find and name a half as one of two equal parts of an object, shape or quantity
- **m12** recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement KS1

- **m22** time (hours, minutes, seconds)
- **m23** recognise and know the value of different denominations of coins and notes

Geometry - properties of shapes KS1

- **m27** recognise and name common 2-D and 3-D shapes, including:
 - **m28** 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - **m29** 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

- **Wk1** - Can I find a half and quarter as 'fractions of' quantities, set of objects or shape. (e.g half and quarter of a length and a liquid)?
- Can I connect halves and quarters to the equal sharing and grouping of sets of objects and combining halves and quarters as parts of a whole?
- **Wk2/3** - Can I group and share small quantities making connections with finding simple fractions of objects, numbers and quantities?
- Can I make connections between arrays, number patterns, and counting in twos, five's and ten's?
- Can I recall doubles of numbers to 10 and corresponding halves?
- Can I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays?
- **Wk4** - Can I recognise and know the value of different denominations of coins and notes?
- **Wk5** - Compare and sort common 2D and 3D shapes and everyday objects?
- Can I recognise and create repeating patterns with objects and with shapes?

English

Week 1

LI: Can I make a prediction based on a picture?

Can I understand different vocabulary?

Children to look at the front cover of the Mog book and make a predictions about the story. Look at the vocabulary.

Week 2/3

LI: Can I create a storyboard from the first couple of pictures?

Children to look at the start of the Mog story. Discuss what could happen next. Complete a debate on the ending. Could it be happy or sad?

Week 4

LI Can I create a dictionary of pets? Can I use alphabetical order?

Look at alphabetical order. Children to create pages of a pet dictionary and then put together to make a class dictionary.

Week 5

LI: Can I create a diary entries for Mog?

Look at the days of the week. Children to create diary entries for Mog.

Week 6

LI: Can I look at somebody elses experiences and link them to my own?

Using the Mog Sainsbury's advert about dreams. Think about the dreams that were experiences and any dreams they have had.

Literacy and
Maths Summer
2 Owls and
Robins

LITERACY

Reading - word reading KS1

- **e7** read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- **e8** read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Reading - comprehension KS1

- **e10** develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - **e12** being encouraged to link what they read or hear read to their own experiences
 - **e18** drawing on what they already know or on background information and vocabulary provided by the teacher
 - **e23** participate in discussion about what is read to them, taking turns and listening to what others say

Writing - transcription - Spelling KS1

- **e27** the days of the week
- **e34** using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Writing - handwriting KS1

- **e38** begin to form lower-case letters in the correct direction, starting and finishing in the right place

Writing - composition KS1

- **e45** sequencing sentences to form short narratives
- **e48** read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing - vocabulary, grammar and punctuation KS1

- **e52** beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Literacy and Maths Summer 2 Owls and Robins - Stage Coverage

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