

**Mathematics**

**Number and Place Value**

- Numbers to 20 adding/subtraction using think 10
- Numbers to 20 – Equality and balance
- Numbers to 20 – Part or whole unknown
- Numbers to 20 – comparison (difference, more, less, fewer) including statistics.
- Counting in 2's, 5's and 10's

**Calculations and Problem Solving**

- Numbers to 20 – Language and problem solving (part or whole unknown)
- Use +, - and = symbols
- ÷ and x

**Measures**

- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
  - Begin to measure weight (standard and nonstandard)
  - Use language of days, weeks, months & years
  - Tell the time to hr/ ½ hr
  - Coins and combinations to 20p ordering and comparing
- Geometry and Shapes**
- Name and describe 3D shapes

**Literacy, Language and Oracy**

**Reading**

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions
- Name the letters of the alphabet

**Phonics**

- Syllables (chunking)
- Read and spell phase 4 TWs
- Learn split digraphs (a\_e, e\_e, i\_e, o\_e, u\_e)
- Learn phase 5 new graphemes for reading
- Read and write pseudo words

**Writing**

- Spell tricky words
- Spell days of the week
- Compose sentences orally before writing
- Read own writing to peers or teachers
- Story writing about personal experiences
- Write a poem, using alliteration and rhyming couplets
- Instructions
- Write a recount i.e. weather
- Use phonics as the prime approach for spelling.
- Assessment week: Non-Fiction

**Grammar/Punctuation**

- Use finger spaces
- Use CL and FS
- Use capital letters for proper nouns
- Use adjectives
- Use adverbs
- Use commas in lists
- Conjunctions
- Add suffixes/; ing, est, ed, er
- Prefix: un(verbs)

**Speaking & Listening**

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate

**Handwriting**

- Follow term two PenPals
- Begin joined (cursive) writing

**Science and Technology**

**ICT App Attack and We are all connected**

- Recognise common uses of information technology beyond school.
- Use technology purposefully (create, organise, store, manipulate and retrieve digital content.)

**Seasonal Changes**

- Observe weather associated with changes of seasons. (Link to **Biology**: use plants for an investigation.) observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

**Plants**

- 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.

**ECO TOPIC: Water**

- rain
- wasting water

**Faith and Belief (Judaism and Christianity)**

**Identity and belonging**

Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community and how their commitment affects their lives.

**Christian leader to visit around Easter.**

**Symbols and actions:**

Recognise how and why symbols and actions express religious meaning.

**Prayer worship and reflection:**

Respond and reflect on what individuals and communities do and why

**Ultimate question** – Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media (End of each half term)

**Citizenship, Ethics and Emotional Health (PSHE/SRE)**

**Health and Wellbeing**

**H4.** about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

**H5.** about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

**H7.** how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

**H8.** about the process of growing from young to old and how people's needs change

**Relationships**

**R1.** to communicate their feelings to others, to recognise how others show feelings and how to respond

**R5.** to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

**R6.** to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

**R7.** to offer constructive support and feedback to others

**Living in the Wider World**

**L5.** what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

**Sport Lesson (Physical)**

**GAMES:**

- MOVEMENT & SPATIAL AWARENESS
- BALL CONTROL & SKILLS SENDING & RECEIVING
- Copy and repeat simple skills
- Throw and catch a ball with a partner
- move fluently, changing direction and speed easily and avoiding collisions
- show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking

**GYM&DANCE:**

- Balance
- Movement
- Expression through movement
- Copy and repeat simple skills
- Perform basic gymnastic actions like traveling, rolling and jumping
- Manage the space safely, showing good awareness of each other, mats and apparatus
- Follow the leader – jumps, hops, skips
- Respond to different stimuli with a range of actions
- Copy and explore basic body actions demonstrated by the teacher
- Copy simple movement patterns from each other and explore the movement

**French**

- Cont. to use greetings (hello, goodbye, how are you?, Happy Easter)
- Count to 30
- Name colours
- Name basic types of weather
- Listen to a traditional French tale

**Place and Time**

**Geographic Skills**

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles.
- Use basic geographical vocabulary to refer to key physical features, including: Beach, cliff, coast, forest, hill, ocean, mountain, sea, river, soil, valley, vegetation, season and weather.

**Historical skills**

- Learn and find out about different weather disasters
- Read and watch archived news reports
- Describe past events

**Art and Creativity**

**D&T**

Freestanding structures – Garden seat

**Key learning**

- Generating design ideas; developing modelling and explaining using talk, mock-ups and drawings.
- Planning making, selecting tools and new and recycled materials; using finishing techniques.
- Exploring existing freestanding structures; evaluating their own products against original criteria.
- Know about strengthening structures; knowledge of vocabulary.

**Art**

**\*Areas of study:**

**Materials:** Pattern

**Artists:** Making links to their own work

- Learn about Andy Goldsworthy
- Create pieces of artwork based on Andy Goldsworthy
- Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and make links to their own work.
- Natural art

**Focus:** Use a range of materials creatively to design and make products.

Use a wide range of patterns. Covered either continuously or as revision. *Attempt to make links to the local artistic community.*

**Music**

- Sing songs
- Play tuned & out of tune instruments musically
- Listen and understand live and recorded music
- Make and combine sounds musically

• Link skills to topic