

English

- **Phonics:** We will have a daily phonics sessions, focusing on Phase 6 words, reading and writing suffixes and long words.
- **Reading:** We will have a guided reading session each day. Sessions will include reading related activities with each child reading to an adult at least twice a week.
- **Non-chronological reports:** gather information from different media; identify features of non-chronological texts; construct our own reports, using *because* and *so*.
- **Stories with familiar settings:** Sequence and discuss the main events in stories; make predictions based on the text; make inferences about characters and events.
- **Poetry:** Listen to, learn and recite poems. Make reading choices and explain reasons for choices.
- **Handwriting:** Continuing to learn handwriting joins.

Maths

- **Counting, Multiplying and Sorting:** Multiplication is a convenient way of repeatedly adding a number to itself. An array can be used to demonstrate commutativity, e.g. $2 \times 6 = 6 \times 2$. Begin to count in steps of 2, 3, 5 and 10 to the multiplication tables. Odd and even numbers.
- **Statistics:** Use knowledge of counting in steps of 2, 5 and 10. in pictograms which symbols worth more than 1. Focusing on How many more/fewer/less?
- **Fractions and measurements— Capacity and Volume:** Recognise, find, name and write the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{2}{4}$. Count in fraction steps. Fractions of volumes.
- **Money:** Become fluent in recognising the values of coins. Find combinations of coins that equal the same amounts of money. Add and Subtract money of the same unit, including giving change.
- **Time:** Tell the time to 5 minutes including $\frac{1}{4}$ to and past and draw hands on the clock face to show these times. Know the number of minutes in an hour and hours in a day. Compare and sequence intervals of time.

Art

- Draw from observation.
- Collect rubbings.
- Print with a range of materials; make block prints.
- Draw local buildings using different mediums.

Science

We will begin monitoring and describing changes in nature which are linked to the seasons. These will include the hibernation of mammals, the migration of birds and the growing cycles of different plants. This project will continue throughout the year, alongside other science topics.

Music

- Listen to recordings of sounds and record sounds and make compositions using non-standard symbols.
- Learns some songs and chants that incorporate animals sounds and use their voices expressively
- Explore and play untuned instruments

RE - Our overall theme this year is Worship. This half term we will learn about the Jewish festival of Rosh Hashanah and Sukkot as a way of saying thank you to God

PSHE—Keeping Safe in School; at home and in the local environment

ICT— “We are celebrating”

- Develop movie and keyboard skills when combining text and images
- Discuss their work and the improvements they could make
- Develop skills in storing and removing files

PE (on Monday and Wednesday)

- Games: throwing and catching; striking; tactics.
- Playground Games

Geography & History

- **Mapping:** use a range of maps and aerial photos of the our local area.
- **Fieldwork:** look at human and physical features of our local area; walk around our local area.
- **ICT:** Use Digimap and GoogleEarth.
- Consider how our school and local area have changed over time, using a variety of sources.
- Learn about how children would have lived, learned and played here in the past.

At home

- Please hear your child read on a daily basis and discuss story and characters. Please sign Home/School reading record.
- **Homework**—This term we are moving onto mental arithmetic workbooks. Children should complete the required sections in their book. We will also continue with Grammar Task in the red folder.
- **Spelling**—This term children will take home spelling words on a Thursday and will be tested on them the following Tuesday.
- Library books to be returned for changing every Wednesday

This term's topic is
The Place Where I Live