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| Maths | English |
| Place Value within 50 (continued)  *Count in multiples of 2s and 5s*  Small steps  Count in 2s  Count in 5s  Measurement: Lengths and heights  *Measure and begin to record lengths and heights*  *Compare, describe and solve practical problems for: length and heights*  Small steps  Compare lengths and heights  Measure length using non-standard measures  Measure length using standard measure (cm)  Find the total length by adding  Find the length by subtracting  Measurement: Weight and mass  *Measure and begin to record mass/weight, capacity and volume*  *Compare, describe and solve practical problems for mass/weight, capacity and volume*  Small steps  Compare weight and mass  Measure mass using non-standard measures  Use knowledge of weight and mass to answer given problems  Compare capacity and volume  Measure capacity using non-standard measures | **Speaking**   * tell stories and describe incidents from their own experience in an audible voice * retell stories, ordering events using story language * interpret a text by reading aloud with some variety in pace and emphasis   **Listening and Responding**   * listen with sustained concentration * listen to and follow instructions accurately, asking for help and clarification if necessary * listen to tapes or video and express views about how a story or information has been presented   **Group discussion and interaction**   * take turns to speak, listen to others’ suggestions and talk about what they are going to do * ask and answer questions, make relevant contributions, offer suggestions and take turns * explain their views to others in small group, decide how to report the group’s views to the class   **Drama**   * explore familiar themes and characters through improvisation and role play * act out own and well-known stories, using voices for characters * discuss why they like a performance   **Word reading skills and strategies**   * read words by blending adjacent consonants, including simple two-syllable words * use phonics to read unknown or difficult words * recognise all common digraphs and trigraphs * read automatically high frequency words * use syntax and context to self-correct when reading for accuracy and meaning   **Understanding and interpreting texts**   * identify the main events and characters in stories, and find specific information in simple texts * make predictions showing an understanding of ideas, events and characters * recognise the main elements that shape different texts * explain the effect of patterns of language and repeated words and phrases   **Engaging with and responding to texts**   * select books for personal reading and give reasons for choices * visualise and comment on events, characters and ideas, making imaginative links to own experiences * distinguish story and information books and the different purposes for reading them   **Creating and shaping texts**   * independently choose what to write about, plan and follow it through * use key features of narrative in their own writing * convey information and ideas in simple non-narrative forms * find and use new and interesting words and phrases, including ‘story language’ * create short simple texts on paper and on screen which combine words with images (and sounds)   **Text structure and organisation**   * write chronological and non-chronological texts using simple structures * group written sentences together in chunks of meaning or subject   **Sentence structure and punctuation**   * compose and write simple sentences independently to communicate meaning * use capital letters and full stops when punctuating simple sentences   **Word structure and spelling**   * segment sounds in order to spell longer words including words with common digraphs and adjacent consonants * write correct spelling for common vowel phonemes * use knowledge of related words and familiar suffixes in spelling new words   **Presentation**   * write most letters, correctly formed and orientated * write with spaces between words accurately * use the space bar and keyboard to type name and simple text   **Phonics taught daily through Read, write, Inc in ability groups through school**  **Weekly handwriting lessons**  **Weekly SPAG lessons. Weekly Spellzoo**  **Topic focus – Retelling traditional fairytales using props and puppets. Fairytale character descriptions. Acting act known stories. Using traditional fairytales as a model for own writing. Writing instructions, how to make a pancake** |

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| Science | Geography | History |
| Everyday Materials:    \*distinguish between an object and the material from which it is made  \*identify and name a variety of everyday materials, including wood, plastic, glass,  metal, water, and rock  \*describe the simple physical properties of a variety of everyday materials  \*compare and group together a variety of everyday materials on the basis of their  simple physical properties  Topic focus – making three little pigs houses, making bridges, testing materials | Geographical skills and fieldwork:  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  Topic focus – fairytale land maps | N/A this term |

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| Art and Design | Design and Technology | Music |
| To use a range of materials creatively to design and make products  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Explore the work of a range of artists, crafts makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work  Topic links – look at book illustrations and create illustrations for own stories | Design – design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT  Make – select from and use a range of tools and equipment to perform tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Evaluate – explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria  Technical knowledge – build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms in their products  Topic links – make a puppet | Big Bear Funk - YR  **Singing**  \*Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes  **Playing an instrument**  \*Pupils should be taught to play tuned and untuned instruments musically  **Listening and appreciate**  \*Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music  **Create own music**  \*Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music |

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| Languages | Physical Education | Outdoor Learning |
| N/A in KS1 | Football/Ball skills   * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities   participate in team games, developing simple tactics for attacking and defending  Gymnastics  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | Identify seasonal and daily weather patterns in the UK  Use basic geographical vocab to describe physical features  Identify and classify plants and animals in local environment  Identify and name a variety of common wild and garden plants including deciduous and evergreen  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Identify and name a variety of everyday materials  Topic focus – Trip to Hardwick looking at seasonal change |

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| PSHE/RSE | Religious Education | Computing |
| Relationships  R1. Recognising the roles different people play in their lives.  R5. Understanding that it is important to tell someone if something about their family makes them unhappy or worried.  R6. Understanding how people make friends and explain what makes a good friendship.  R7. Recognising when they or someone else feels lonely and what to do that may help.  R19. Explaining basic techniques for resisting pressure to do something they don’t want to do.  L7. Explaining how the internet and devices can be used safely to communicate with others.  H14. Talking about how to recognise what others might be feeling.  H15. Recognising that not everyone feels the same about the same things. | **Unit 1.6:**  How and why do we celebrate special and sacred times?  (Part 2: Easter and Pesach)  **E**  \*Identify a special time they celebrate and explain simply what celebration means (A1).  \*Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).  \*Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).  \* Re‐tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).  \*Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).  \*Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).  \*Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid‐ul‐  Fitr (A3).  \*Identify some similarities and differences between  the celebrations studied (B3). | **Creating Media:** Digital Painting  D - use technology purposefully to create, organise, store, manipulate and retrieve digital content  Online E-safety - ongoing, PSHE and Assemblies and safer internet day |