

English

- Phonics – recap previously taught graphemes, teach ea, e-e, ie, ey, y, ed, ie, i-e, y, i. ow, o-o, o, oe.
- Writing - compose a sentence orally before writing it, leave spaces between words, start each sentence with a capital letter, join words and clauses using 'and'. begin to punctuate sentences using a capital letter and a full stop, read their writing aloud, clearly enough to be heard by their peers and the teacher, re-read writing to check that it makes sense, sequence sentences to form short narratives, ed for past tense endings, use adjectives to describe, learn to start sentences in a variety of ways, use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Reading – read simple stories containing Phase 3, Phase 4 graphemes and Phase 5 graphemes.
- Spelling - use phonics skills taught to segment and spell simple words containing 3 or more letters.
- Weekly spelling test.
- Handwriting formation – practise cursive formation of lower case letters. Learn how to write capital letters correctly.

History

To learn about the life of Neil Armstrong and his achievements developing the following skills:

- Use words/phrases related to the passing of time - old, new, young, days, months, a long time ago.
- Timelines – sequence events or objects in chronological order.
- Begin to identify and recount some details from the past from different sources. (e.g. pictures and stories)
- Find answers to simple questions about the past from sources of information. (e.g. pictures and stories)
- Show knowledge and understanding of the past in different ways. (e.g. drawing, role play, writing, talking)
- Ask and answer questions.

Art

Develop the following skills:

- Draw from imagination and from observation.
- Use a range of mark making tools including pencils, pens, crayons and oil pastels.
- Look at drawings by famous artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work, by making moonscapes/planet art and spaceships.

Science

- Thinking scientifically: Make relevant observations in words, pictures or writing.
- Animals including humans - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).

Computing

Multimedia:

- Programming:
- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Religious Education

- Christianity
- Developing the following skills:
- Talk about your friends and why you like them.
- Remember a story about Jesus showing friendship and talk about it.
- Say how Jesus tried to be a good friend.

PSHE

- Dreams and Goals
- Developing the following skills through drawing, writing and discussion.
- Set simple goals
- identify my successes and achievements
- Work out how to achieve my goals
- Explain how I learn best
- Understand how to work well with a partner
- Tackle new challenges

Music

Music Express:

- Exploring pulse and rhythm
- Developing the skills of:
- Moving to a beat
 - Singing with actions on the beat
 - Responding in movement to the beat, identifying the beat and changing beat.

Our Newbridge Journey

Our enquiry is: Whatever Next?

This means we will be learning about: **Space**

The Key Skills we will be developing are:

- I am curious about new things and ask questions to find out more information
- I know where money comes from
- I can play in different ways using my imagination
- I can talk about how other people might be feeling
- I can enjoy creating things

Mathematics

- Adding by counting on and making 10
- Find and make number bonds
- Subtraction beyond 10
- Recognising, counting and representing numbers to 50
- Comparing objects and numbers within 50
- Ordering numbers within 50
- Recognising tens and ones
- Counting 2s and 5s

Geography

- Name and locate our city.
- Identify seasonal weather patterns in the UK.
- Use basic geographical vocabulary to refer to key physical features and key human features. E.g. beach, cliff, coast, city, farm, harbour.

Design Technology

Developing the following skills:

- Explore and use mechanisms [for example, levers, sliders, wheels and axels] in their products.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] by making a moving space ship picture

Home Learning

- Daily reading.
- Practise learning to read and write Year 1 common exception words.
- Number bonds to 10 and 20.
- Doodle Maths
- Doodle English

Physical Education

Real PE scheme

- Dynamic balance and static balance.

Dance

- Space

British Values

- Individual Liberty
- Mutual Respect
- Tolerance of others

Curriculum Support

- ELS
- Toe by Toe
- 1 to 1 reading
- Plus 1 maths