

## Maths—Year 1

### Money Week 10-14th January

- Recognise how much different coins and notes are worth.
- **Number — Multiplication and Division**
- 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.
- I can count in jumps of 2, 5 and 10.

## Maths—Year 2

### Money Week 10-14th January

- Use the £ sign and p sign. I can use notes and coins to make a particular amount
- Find different ways for coins to add up to an amount
- Add and subtract money and give change.
- Compare amounts using these signs: >, < or =

### Number—Multiplication and Division

- Count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.
- Find and show numbers using different equipment such as number lines and number squares.
- Read and write numbers up to 100 in numbers.
- Remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers
- Answer multiplication and division problems within the tables using  $\times$ ,  $\div$  and  $=$ .
- Show that multiplying 2 numbers can be done in any order but division cannot.
- Answer questions involving multiplication and division mentally and with objects.
- Answer questions involving multiplication and division using arrays and repeated addition.
- Solve multiplication and division word problems with more than one step

**English Class texts: Old Bear — Jane Hissey**  
**Ways into History: Toys from the Past**  
**The Magic Box (poetry) — Kit Wright**



### Reading

- Apply phonics knowledge and skills as the route to decode words, and read common exception words, appropriate to their phonic understanding.
- Read aloud accurately books (both fiction, non-fiction and poetry) that are consistent with their phonic knowledge.
- Re-read these books to build fluency and confidence.
- Become very familiar with key stories, retelling them and considering their characteristics.
- Discuss the significance of the title and events.
- Make inferences on the basis of what's said and done.
- Answer and ask questions; predict what might happen on the basis of what has been read.

### Writing

- Write for different genres, including poetry, narrative, character description, information texts
- Say aloud what they are going to write about and compose a sentence orally before writing it.
- Write down ideas and/or key words, including new vocabulary.

## Toy Story Core Subjects Years 1 and 2 Term 1, 2021-22

### Science

#### Scientific Enquiry

- asking simple questions
- identifying and classifying
- gathering and recording data to help in answering questions

#### 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

### English

#### Grammar, Punctuation and Spelling

- Spell words and common exception words consistent to their phonological knowledge.
- Punctuate sentences using capital letters and full stops.
- Use commas when writing a list.
- Recognise different sentence types: statement, question, exclamation and command.

### English

#### Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### **Computing** **Staying Safe Online**

- I know to tell a trusted adult if I see anything worrying online.
- I know I need to keep my personal information private.

### **Making Music**

- Use different software programmes and discuss the benefits of their uses.
- Know and explain that an algorithm is a set of instructions.

## **Toy Story** **Foundation Subjects** **Years 1 and 2** **Term 1, 2021-22**

### **Humanities** **What did children play with long ago?**

#### **History**

- Identify some similarities and difference between ways of life in at different times.
- To show an awareness of the past, using common words and phrases relating to the passing of time.
- To find answers to simple questions about the past from different sources of information.
- Understand some of the ways in which we find out about the past.
- Record what I have learnt by drawing and writing.

### **PE** **Dance and Gymnastics**

- Master basic movements such as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Structure sequences of actions and skills in different orders to improve performance



### **RE** **The Young Jesus** **The Bible and the Torah**

- To explore a range of religious stories and sacred writings and talk about their meanings.
- Reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness.
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.



### **RSHE** **My Relationships** **Year 1**

- Recognising the importance of listening to others, playing and working cooperatively.
- Learn some strategies of how to solve simple disagreements.

#### **Year 2**

- Recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.

### **Music** **I Wanna Play in a Band**

- Using the voice expressively and creatively by singing songs and speaking chants and rhymes .



### **Design Technology** **Mechanisms –wheels and axles** **Making a Moving Toy**

#### **Design**

- Generate, develop, model and communicate their ideas through talking, drawing, templates

#### **Make**

- Select from and use a range of tools and equipment to perform practical tasks
- Select from and use a wide range of materials and components, including construction materials according to their characteristics

#### **Evaluate**

- Evaluate their ideas and products against design criteria

#### **Technical knowledge**

- Explore and use wheels, axles and axle holders.
- Distinguish between fixed and freely moving axles
- Know and use technical vocabulary relevant to the project.

### **PSHE** **Goals and Dreams**

- Set simple goals and how to achieve them.
- Tackle new challenges and understand that this might stretch my learning.
- I can celebrate achievements with my partner.