

## Maths

### Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter of one of four equal parts of an object, shape or quantity.
- Recognise, find, name and write fractions  $1/3$ ,  $1/4$ ,  $2/4$  and  $3/4$  of a length, shape, set of objects or quantity.
- Write simple fractions for example,  $1/2$  of 6 = 3 and recognise the equivalence of  $2/4$  and  $1/2$ .

### Position and Direction

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

### Art: Sunflowers – Vincent Van Gogh

- 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.
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



## PE

- 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 games and team games, developing simple tactics for attacking and defending.

## English

### Reading – understand the books that they read and listen to by:

- Talking about the events in what is read and linking them to his/her own experiences.
- Discussing the significance of the title and events.
- Finding and copying words of particular meaning to show understanding.
- Knowing the key plots of the stories they read.
- Answering questions in discussion with the teacher and making simple inferences.
- Skimming and scanning for key words in a text.
- Answering questions and making links between other books that have been read.
- Making inferences on the basis of what is said and done in a book read independently.
- Using skimming and scanning as a means to answer questions about the text or retrieve information quickly.

### Writing Composition – write sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.

### Develop positive attitudes towards and stamina for writing by:

- Writing about real events.
- Writing narratives about personal experiences and those of others (real and fictional)

### Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say sentence by sentence.

### Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proof-reading to check for errors in spelling, grammar and punctuation.

## Geography

- Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans.
- Find out about food from the local community and the wider world.

# KS1 – Term 5

## Ready, Steady, Grow!



## PSHE – Relationships

- Families
- Keeping safe
- Friends and conflict
- Secrets
- Trust and Appreciation
- Celebrating special relationships
- **Core Value: Resilience**



## Computing – Programming and moving a robot

- 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.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet.

## Grammar, punctuation and spelling

- Leaving spaces between words.
- Joining words and clauses using “and”
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun I.

## Science: 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,
- Observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Observe closely using simple equipment by recording observations of a variety of plants in the local environment.
- Perform simple tests by setting up a comparative test to understand what plants need to germinate and grow.
- Use their observations to suggest answers to questions.
- Gather and record data to help in answering questions by measuring the results of a comparative test.

## Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## RE: Family, The Jewish Home - Kashrut

- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify the importance, for some people, of belonging to a religion and recognise the difference to individuals, families and the local community.
- Developing skills of listening and a willingness to learn from others
- Being willing to learn and gain new ideas from others people's beliefs.
- Developing pupils' capacity to respond creatively to religious and spiritual questions and materials
- Respecting other people and their 'inspirations'.