

Maths: Measure (Time, Length, Weight, Capacity and Temperature)

Year 1

- Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.
- Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than
- Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter.
- Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later.
- Recognise and know the value of different denominations of coins and notes.
- Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

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Year 2

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml), to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a of clock face to show these times. Know the number minutes in an hour and the number of hours in a day. Compare and sequence intervals of time
- Remember the number of minutes in an hour and the number of hours in a day.
- Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given e.g. read the temperature on a thermometer or measure capacities using a measuring jug.
- Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given e.g. a number line with missing labels.
- Read the time on a clock to the nearest 15 minutes



KSI - Term 6 Wiggle and Crawl



Maths: Statistics

Year 1

- Gather and record data to help in answering questions (Cross curricular science objectives)

Year 2

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and comparing categorical data.

English Reading

- Understand the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know on background information and vocabulary provided by the teacher.
 - checking that the text makes sense to them as they read and corrects inaccurate reading.
 - answering questions and making inferences on the basis of what is being said and done.
 - answering and asking questions and making links.
 - by predicting what might happen on the basis of what has been read so far
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Year 1 - 60+ words per minute, Year 2 - 90+ words per minute)
- To know and use the features of a non-fiction text (e.g. contents, glossary and index)

Writing Composition

- Write sentences that are linked thematically about personal experiences and those of others
- Write about real events recording these simply and clearly
- To develop positive attitudes and stamina for writing
- Write effectively for different purposes drawing on their reading to inform vocabulary and grammar
- Consider what they are going to write before beginning by:
 - planning and saying out loud what they are going to write about
 - writing down ideas and or key words including new vocabulary
- Make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly
 - proof reading e.g. check errors in spelling, grammar and punctuation or add /improve words and phrases independently or following a conversation with the teacher
 - Read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar, punctuation and spelling

- Sentence types: Statements, commands, questions
- Prefixes and suffixes
- Tenses (past, present and future)
- Full stops, capital letters, exclamation marks and question marks and commas
- Alphabet and alphabetical order

PSHE/RSHE - Changing Me

- To know that everyone is unique and special.
- To recognise basic emotions in themselves and why these may happen.
- To recognise emotions in others.
- To know that changes are OK and that sometimes they happen whether they're wanted or not.
- To recognise how bodies change since they were a baby.
- To name different body parts using the correct names.

Art: Sculpture

- to use a range of materials creatively to design and make product
- 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
- 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

DT: Making a bug hotel

Design and make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate their ideas and products



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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.

PE: Athletics

- Master basic movements including running, jumping, throwing and catching.
- Master basic movement with control (Year 2)
- Compare their performance with others (Year 2)

Computing

Computer Science

- 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

Digital Literacy

- 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.

RE: My local church

- Identify some features of a church building.
- Identify some of the artefacts in church and say how the features and artefacts are used by Christians.
- Name some of the symbols found in the church building and talk about their meaning.
- Be aware of the need to show respect and explain why it is important to behave appropriately in church.
- Talk about / describe the atmosphere of a church and make personal judgements about atmosphere and feelings.
- Identify the parts of the church they think are important - begin to consider why.
- Communicate using writing, pictures and speaking about the church and artefacts.
- Use research skills to find out more about the church.
- Devise appropriate questions about the church.

Science

Animals and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Links to Geography

- Mapping skills:
 - Designing simple maps using a key.
- Recognising natural and manmade features of the environment.