

English

English – SKILLS – Read Write Inc. (Include but are not limited to below)

Reading

- Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Reads accurately by blending sounds in unfamiliar words
- Reads common exception words
- Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- -Becomes very familiar with key stories, fairy stories and traditional tales.
- -Checks that the text makes sense to them as they read
- Corrects inaccurate reading as they read
- Discusses the significance of the title and events
- Predicts what might happen on the basis of what has been read so far

Writing

- Begins to form lower-case letters in the correct direction, starting and finishing in the right place
- Writes sentences by sequencing sentences to form short narratives
- Writes sentences by re-reading what has been written to check that it makes sense
- Spells words containing each of the 40+ phonemes already taught
- Names the letters of the alphabet in order
- Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences

Computing

Computing Skills

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Select, use and combine a variety of software (including internet services) on a range of digital devices
- Design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use digital technology in different ways in the classroom, home and community to achieve a set goal.
- Manipulate a range of text, images, sound or video clips and animation for given purposes.

Art

Skills

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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.

Yellow Class- Spring 2024 Transport



Opener: Virtual journey on the underground
Middle: Drive through cinema in own 'vehicles'
End: Trip on local transport

History

Skills

- Recognise similarities and differences between ways of life in different periods
- Understand changes within living memory.
- Develop an awareness of the past and use appropriate vocabulary.
- Know where the forms of transport fit within a broad chronological framework.
- Ask and answer questions about the past.
- Understand some ways we find out about the past.
- Understand where different cars fit within a chronology of the history of last century.
- Recognise significant historical events (invention of internal combustion engine).
- Select from and use a range of tools and equipment to perform practical tasks such as 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.
- Ask and answer questions choosing and using a variety of sources.
- Begin to understand some of the ways we know about the past and understand the different ways in which it is represented.
- Know where people and events fit within a chronological framework.
- Ask and answer questions, understand some ways we find out about the past.
- Learn about events which were significant nationally or globally.

Design and Technology

Skills

- Select from and use a range of tools and equipment according to their characteristics to perform practical tasks.
- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Design purposeful, functional, appealing products for you and other users based on design criteria.
- Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and information and communication technology.
- Select tools and materials to construct an object.

Maths

Key Areas

Multiplication
Division
Shape

Maths Skills:

- Count in 2s, 3s 5s and 10s
- Count money – pence and pounds
- Recognise, make and add equal groups
- Understand the multiplication symbol
- Multiplication from pictures
- The 2, 5 and 10 times-table
- Use arrays
- Make equal groups – sharing/grouping
- Divide by 2, 5 and 10
- Odd & even numbers
- Describing movement & turns
- Recognise 2-D and 3-D shapes
- Count sides and vertices on 2-D shapes
- Draw and sort 2-D shapes
- Lines of symmetry
- Count faces on 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes
- Sort 3-D shapes
- Make patterns with 2-D shapes
- Make patterns with 3-D shapes
- Making patterns with shapes
- Make equal groups - sharing
- Make equal groups - grouping
- Divide by 2, 5 and 10

Maths (continued)

Key Areas

Statistics
Length and Height
Fractions

Maths Skills:

- Odd and even numbers
- Make tally charts
- Draw and interpret pictograms (1-1)
- Draw and interpret pictograms (2, 5 & 10)
- Block diagrams
- Measure length (m and cm)
- Compare and order lengths
- Four operations with lengths
- Make equal parts
- Recognise a half, quarter and third
- Unit and non-unit fractions
- Count in fractions
- Find a half quarter, third and three quarters
- Equivalence of one half and two quarters

RE

Skills

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions
- Understand the challenges of commitment to a community of faith or belief
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views
- -Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Well being

Skills: Activity passport

Skills: Trampoline

Activities: Being safe whilst using the trampoline and using the correct form to bounce. Only one person bounces at a time and when waiting for your turn you must spot.

Skills: Swimming

Activities: listening to the safety instructions from the instructor, ensuring they are able to enter the pool appropriately and carry out simple different strokes along with using equipment.