



English

Poetry: To listen to, discuss and express views about poetry (weather theme)

- To learn poems by heart, reciting them with appropriate intonation to make the meaning clear
- To write own weather poems

Simple Narrative: Writing - a story based on a Defeating the Monster Tale – The Tiger who came to Tea

- Compose a sentence orally before writing it.
- Sequence sentences to form a short narrative.
- Discuss what they have written with the teacher or a peer.

Grammar/Punctuation

- Separate words with spaces,
- Punctuate sentences with a capital letter and full stop.

Handwriting

- Practise long ladder letters, l, i, t, u, j, y by beginning to form letters in the correct direction, starting and finishing in the correct places.

Spelling

- The sounds spelt /f/ and /s/, spelt 'ff' and 'ss'
- The sounds 'll', 'zz' and 'ck'
- Adding the endings -ing, -ed and -er to verbs - no change is needed to the root word
- The sound 'ng' and 'nk'
- The sound /ch/ spelt 'ch' and 'tch'
- The /v/ sound at the end of words spelt 've'

Phonics

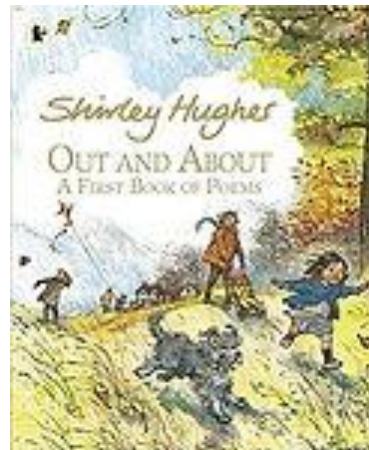
- Revise Phase 3 sounds
- To read and write CVCC and CCVC words
- To read and write two syllable words with adjacent consonants.
- To read and write Phase 4 HFW

Topic

Weather and Seasons



Class Book



Maths

In maths over the term, we will be covering the following objectives:

Place Value

- Sort objects
- Count objects
- Count objects from a larger group
- Represent objects
- Recognise numbers as words
- Count on from any number
- 1 more
- Count backwards within 10
- 1 less
- Compare groups by matching
- Fewer, more, same
- Less than, greater than, equal to
- Compare numbers
- Order objects and numbers
- The number line
- End of Unit assessment

Shape

- Recognise and name 3D shapes
- Sort 3D shapes
- Recognise and name 2D shapes
- Sort 2D shapes
- Patterns with 2D and 3D shapes
- End of Unit assessment

Science Seasonal Changes

Pupils should be able to:

- Name different types of weather
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Wind speed and direction
- Measuring rainfall.
- Measuring temperature

The following skills will be covered whilst working scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Geography Weather and Seasons

Pupils will learn to:

- Order the months of the year and recognise the seasons.
- Spot the differences between the seasons.
- Find clues to decide what season we are in.
- Identify the types of clothes worn in different weather.
- Identify the types of weather we have in the United Kingdom and record the daily weather in our area.
- Explore how the weather affects different jobs.

Pupils should be able to:

- Order the months of the year.
- Name the seasons.
- Order the seasons.
- Identify differences between the types of weather experienced in different seasons in the UK.
- Identify aspects of the weather and how it affects my local environment.
- Identify aspects of the weather and how it affects my local environment.
- Identify and record daily weather patterns.
- Explain how the weather affects the jobs we do

RE What do Christians believe God is like?

Pupils will learn that:

- Christians believe in God, and that they find out about God in the Bible.
- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- Some stories show these Christian beliefs.
- Christians worship God and try to live in ways that please him

Pupils should be able to:

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

<p style="text-align: center;">Art Spirals</p> <p>Children will:</p> <ul style="list-style-type: none"> • Use drawing, collage and mark-making to explore spirals. • We will also be introducing sketchbooks. <p>Key Concepts:</p> <ul style="list-style-type: none"> • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others. 	<p style="text-align: center;">PHSE Me and My School</p> <p>As part of our focus on 'Me and My School', pupils will be looking at the following objectives and working towards having a secure knowledge of how to:</p> <ul style="list-style-type: none"> • Help to construct and agree to follow class rules. • Listen to other people and cooperate with them. • Understand their role and contribution to the life of the school, particularly in relation to the School Council. • Develop an understanding of personal skills. • Understand how a class council meeting works. 	<p style="text-align: center;">Computing Technology around us</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Identify technology in the classroom. • Identify a computer and It's main parts. • To use a mouse in different ways. • To use a keyboard to type on a computer. • To use the keyboard to edit text. • To create rules for using technology responsibly
<p style="text-align: center;">Music Move to the Beat</p> <p>Exploring pulse through songs and movement.</p> <p>Pupils will</p> <ul style="list-style-type: none"> • Respond to music in creative ways. • Maintain a steady pulse. • Follow simple musical instructions. • Recognise and respond to changes in tempo. <p>Controlling pulse using voices and instruments.</p> <p>Pupils will</p> <ul style="list-style-type: none"> • Work together and develop ensemble skills. • Play a steady pulse using percussion instruments. • Explore and discuss the properties of instruments and their sounds. 	<p style="text-align: center;">PE Fundamentals</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To explore balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To explore changing direction and dodging • To explore jumping, hopping, and skipping actions. • To explore co-ordination and combining jumps. • To explore combination jumping and skipping in an individual rope. 	<p style="text-align: center;">PE Ball Skills</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To develop control and co-ordination when dribbling a ball with your hands. • To explore accuracy when rolling a ball. • To explore throwing with accuracy towards a target • To explore catching with two hands. • To explore control and co-ordination when dribbling a ball with your feet. • To explore tracking a ball that is coming towards me.