



### English

#### Simple Narrative: Writing - a story based on a Journey tale – We are Going on a Bear Hunt.

- 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.

#### Transcription

- Write from memory simple dictated sentences that include words using the GPCs and common exception words taught so far.

#### 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

#### Phonics

- Learn to read and write cvcc words.
- Learn to read and write ccvc words.
- Learn to read and write two syllable words with adjacent consonants.
- Read and write High Frequency and tricky words.

#### Spellings

- V spelt ve at the end of the word.
- The digraphs ai and oi.
- The trigraph igh.
- The digraph oa
- The digraph ar
- The digraph oo spelt oo and ue.

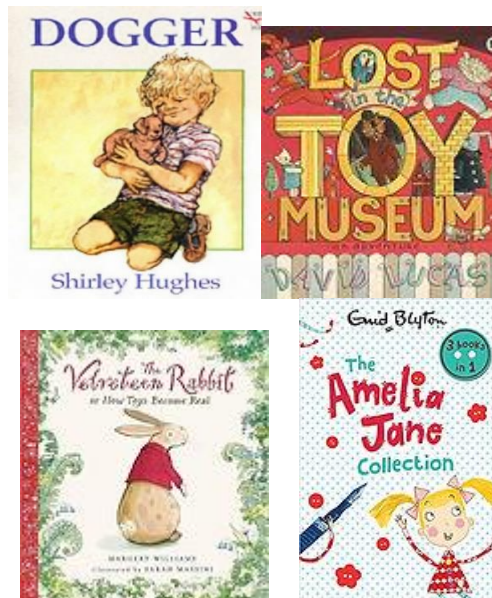
End of term writing assessment.

### Topic

## Toys



### Class Books



### Maths

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

#### Addition and Subtraction

- Start of Unit Assessment
- Introduce parts and wholes
- The part whole model
- Write number sentences
- Fact families – Addition facts.
- Number bonds within 10.
- Systematic number bonds within 10.
- Number bonds to 10.
- Addition – add together
- Addition – add more
- Addition problems.
- Find a part.
- Subtraction – find a part.
- Fact families – the eight facts.
- Subtraction – take away/cross out (How many left).
- Subtraction – take away (How many left).
- Subtraction on a number line.
- Add or subtract 1 or 2.
- End of Unit Assessment

End of term assessment

<p style="text-align: center;"><b>Science</b> <b>Seasonal Changes</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Observe changes across the seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <li>• Wind speed and direction</li> <li>• Measuring rainfall.</li> <li>• Measuring temperature</li> </ul> <p>The following skills will be covered whilst working scientifically:</p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul>	<p style="text-align: center;"><b>D&amp;T</b> <b>Structures</b></p> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through talking, mock-ups and drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, skills and techniques, explaining their choices.</li> <li>• Select new and reclaimed materials and construction kits to build their structures.</li> <li>• Use simple finishing techniques suitable for the structure they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</li> </ul>	<p style="text-align: center;"><b>RE</b> <b>Why does Christmas matter to Christians?</b></p> <p>As part of our focus on this topic pupils will perform a simple nativity and learn to:</p> <ul style="list-style-type: none"> <li>• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li> <li>• Recognise that stories of Jesus' life come from the Gospels.</li> <li>• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>• Decide what they personally have to be thankful for at Christmas time.</li> </ul> <p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>• Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</li> </ul>
<p style="text-align: center;"><b>Music</b> <b>Exploring Rhythm and Pulse</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To play a steady pulse using untuned percussion instruments</li> <li>• To explore and discuss the properties of instruments and their sounds (timbre)</li> <li>• To begin to recognize the difference between pulse and rhythm</li> <li>• To explore pulse and rhythm through movement</li> <li>• To identify the rhythm of words</li> <li>• To copy simple rhythmic patterns</li> <li>• To practise starting and stopping together</li> <li>• To sing a variety of songs, listening and moving to the tempo.</li> </ul>	<p style="text-align: center;"><b>PHSE</b> <b>Me and My Safety</b></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"> <li>• Understand that household products including medicines can be harmful if not used properly.</li> <li>• Understand rules for and ways of keeping safe.</li> <li>• Know about people who can help them to stay safe.</li> <li>• Understand rules for and ways of keeping safe including basic road safety.</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b>Creating Media - Digital Painting</b></p> <p>Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> <ul style="list-style-type: none"> <li>• Describe what different freehand tools do.</li> <li>• Use the shape tool and line tools.</li> <li>• Make careful choices when painting a digital picture.</li> <li>• Explain why I chose the tools I used.</li> <li>• Use a computer on my own to paint a picture.</li> <li>• Compare painting a picture on a computer and on paper.</li> </ul>

**History**  
**Toys**  
**Changes within living memory**

Pupils will learn:

Enquiry 1: What are our toys like today?

- Use everyday words and phrases to describe toys.

Enquiry 2: What are other people's toys like?

- Use oral sources and museum displays to find out about the past.

Enquiry 3: How can we tell toys are old?

- Ask and answer everyday questions about objects from the past.

Enquiry 4: What sort of toys did our grandparents play with and how do we know?

- Understand how toys have changed over time.

Enquiry 5: Who played with these toys in the past and how can we know?

- Become familiar with toys from long ago.
- Find out about the past from a range of sources of information.

Enquiry 6: How can we set up our own toy museum?

- Organise toys into different categories and by age.
- Share knowledge of old and new.

**PE**  
**Fitness**

Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.

- To develop knowledge of how exercise can make you feel.
- To develop knowledge of how exercise can make you strong and healthy.
- To develop knowledge of how exercise relates to breathing.
- To develop my understanding of how exercise helps my brain.
- To develop my understanding of how exercise helps my muscles.
- To begin to understand the importance of daily exercise.

**PE**  
**Yoga**

Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.

- To explore yoga and mindfulness.
- To be able to copy and remember poses.
- To develop flexibility when holding poses.
- To develop balance when holding poses.
- To create yoga poses using a hoop.
- To create a yoga flow with a partner.