



English

Poetry

- To listen to, discuss and express views about poetry (Focus on Riddles)
- To learn poems by heart, reciting them with appropriate intonation to make the meaning clear
- To write own poems (Riddles)

Simple Narrative

- To write a story about the experiences of others
- To use adverbs of time to sequence events
- To plan what I want to say before I write anything by saying my ideas out loud.
- To write what I want to say sentence by sentence
- To re-read my writing to check it makes sense and make additions or corrections where necessary.

Grammar & Punctuation

- To use an expanded noun phrase to describe and specify
- To use capital letters, full stops and question marks correctly.
- To use (coordination) the words 'or', 'and' 'but' to link or extend my sentences.
- To use past and present tense correctly

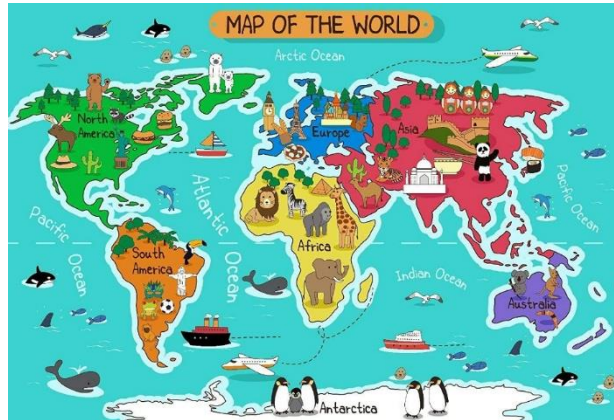
Phonics & Spelling

- To spell polysyllabic words
- To revise common phase 5 GPC's ai, a-e, ay
- To revise common phase 5 GPC's ee, ea, e-e
- To revise common phase 5 GPC's ie, igh i-e, y
- To revise common phase 5 GPC's oa, o-e, o, ow, oe
- To revise common Phase 5 GPCs oo, ew, u-e, ue

Handwriting

- To form lower-case letters of the correct size relative to one another

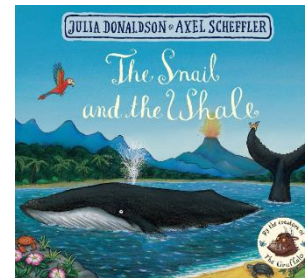
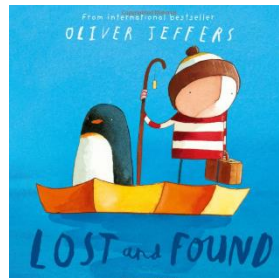
Let's Explore - The World Continents & Oceans



Extended writing:

Persuasive letter to a parent persuading them to take you on holiday to a chosen continent.
Fact File about a chosen continent.

Class Book



Plus other stories, voted for by the children, on the theme of 'Oceans and Travelling around the World'.

Maths

Place Value to 100

- To read and write numbers to 20
- To count objects to 100 by making 10s
- To recognise tens and ones
- To use a place value chart
- To partition numbers to 100
- To write numbers to 100 in words
- To flexibly partition numbers to 100
- To write numbers to 100 in expanded form
- To identify and find the position of 10's on the number line
- To identify and find the position of 10s and 1s on the number line to 100
- To estimate numbers on a number line
- To compare objects
- To compare numbers
- To order objects and numbers
- To count in 2s, 5s and 10s
- To count in 3s

Addition & Subtraction

- To recall number bonds to 10
- Fact families – To write addition and subtraction bonds within 20
- To identify related facts
- To find bonds to 100 (tens)
- To add and subtract 1s
- To add by making 10
- To add three 1-digit numbers

<p style="text-align: center;">Science</p> <p style="text-align: center;">Animals including Humans</p> <p>Children will look at animal young and compare them to their adults, considering how animals change as they grow up and be introduced to the life cycles of several varied common animals, including humans. Children are introduced to the three basic needs of animals for survival (water, food and air).</p> <ul style="list-style-type: none"> • To understand that animals, including humans, have offspring (babies) which grow into adults. • To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p style="text-align: center;">Working Scientifically</p> <ul style="list-style-type: none"> • To classify and group animals. • To gather information to answer simple questions. 	<p style="text-align: center;">RE</p> <p style="text-align: center;">Creation</p> <p style="text-align: center;">Who made the world?</p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world. <p>Pupils will know that:</p> <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Information technology around us</p> <p>Pupils will develop their understanding of what information technology (IT) is and will begin to identify examples. Pupils will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p> <ul style="list-style-type: none"> • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us • To explain how to use information technology safely • To recognise that choices are made when using information technology
<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Me and My School</p> <p>At the end of this unit, children will address the issues that are relevant to the start of the school year. They will have considered the importance of rules in school as well as in wider society and have elected School Council representatives.</p> <ul style="list-style-type: none"> • To understand the need for rules. • To developing an understanding that adults follow rules. • To understand the role of the School Council. • To recognise, name and deal with various feelings (positive & negative). 	<p style="text-align: center;">Music</p> <p style="text-align: center;">Performing rhythms and movement to a steady pulse/Copying and creating rhythmic patterns</p> <p>Children will:</p> <ul style="list-style-type: none"> • Maintain a steady pulse • Copy pulse action sequences • Perform movements to music • Recognise and respond to musical instructions • Internalise pulse • Follow a conductor • Play rhythmic patterns • Choose suitable sounds to accompany a poem 	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Continents & Oceans</p> <ul style="list-style-type: none"> • To understand where I am in the world. • To locate on a map the seven continents. • To locate on a map the oceans that link the continents. • To describe where different continents are located. • To identify and name the physical and human features of a continent. • To share my understanding of a continent with others.

Art
Explore & Draw

Pupils will be introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art. Pupils will explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork.

- To understand that artists find inspiration for artwork from their environment.
- To explore the environment and collect things that inspire us.
- To explore different drawing exercises to record the things we have collected.
- To use a range of materials to create lots of varied mark making drawings of natural objects around us.
- To display the work made through the half term and reflect on the outcomes.

PE
Ball Skills

Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will work independently, in pairs and small groups.

- To be able to roll a ball to hit a target.
- To develop co-ordination and be able to stop a rolling ball.
- To develop technique and control when dribbling a ball with your feet.
- To develop control and technique when kicking a ball.
- To develop co-ordination and technique when throwing and catching.
- To develop control and co-ordination when dribbling a ball with your hands.

PE
Fundamentals of Movement

Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will work with a range of different equipment. Pupils will observe and recognise improvements needed for their own and others' skills and identify areas of strength. Pupils will work with others, taking turns and sharing ideas.

- To develop balance, stability and landing safely.
- To explore how the body moves differently when running at different speeds.
- To develop changing direction and dodging.
- To develop and explore jumping, hopping and skipping actions.
- To develop co-ordination and combining jumps.
- To develop combination jumping and skipping in an individual rope.