



## English

**Non-fiction:** Writing to inform -A report

- Word choices.
- Discuss what they have written with the teacher or a peer.

**Fiction:** Writing to entertain – Stories with a familiar setting – The Tiger Who Came to Tea.

- Write a simple narrative in the past tense.
- Write a simple narrative in the third person.
- Write a narrative where events are sequenced to create texts that make sense.
- Main participants are human or animal.
- Simple narratives use typical characters, settings and events whether imagined or real.
- Story language' (e.g. once upon a time, later that day etc.) is used to create purposeful sounding writing.
- Discuss what they have written with the teacher or a peer.

## Grammar/Punctuation

- Separate words with spaces.
- Punctuate sentences with a capital letter, full stop, question mark and exclamation mark.
- Begin to join sentences with and.

## Transcription

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

## Handwriting

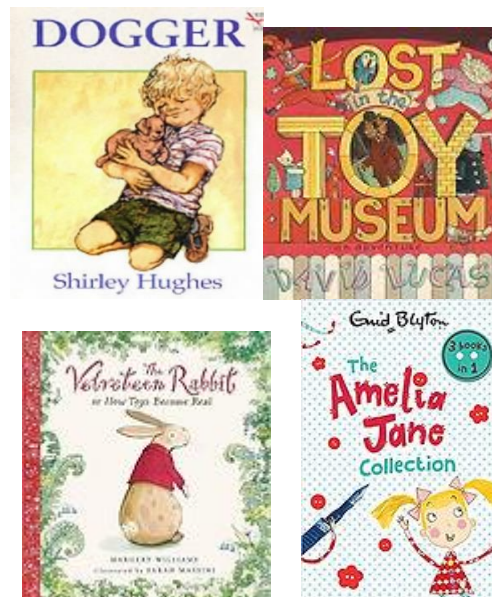
- Continue to write letters, c, a, o, d, g, q, s, e, f by beginning to form letters in the correct direction, starting and finishing in the correct places.
- Form capital letters and digits 0-9.
- End of term writing assessment.

## Topic

### Toys



### Class Books



## Maths

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

### Addition and Subtraction

- 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><b>Phonics/Spellings</b></p> <ul style="list-style-type: none"> <li>• The phonemes wh, ph.</li> <li>• The phonemes 'ai' written as ay, a-e, eigh, ey, ie.</li> <li>• The phoneme 'ee' written ea, e-e, ie, ey, y.</li> <li>• The phoneme 'igh' written as ie, i-e, l, y.</li> <li>• The phoneme 'oa' written as ow, o-e, oe and o.</li> <li>• The phoneme long 'oo' written as ew, ue, u-e.</li> <li>• The phoneme short 'oo' written as u and oul.</li> </ul>		
<p style="text-align: center;"><b>Science</b> <b>Seasonal Changes</b> <b>Autumn to Winter</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Name different types of weather</li> <li>• Observe changes across the four 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>History</b> <b>Toys</b> <b>(Changes within living memory)</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Enquiry 1: What are our toys like to today?</li> <li>• Enquiry 2: What are other people's toys like?</li> <li>• Enquiry 3: How can we tell toys are old?</li> <li>• Enquiry 4: What sort of toys did our grandparents play with and how do we know?</li> <li>• Enquiry 5: Who played with these toys in the past and how do we know?</li> <li>• Enquiry 6: How can we set up our own toy museum?</li> </ul> <p>Including a trip to the Brampton Toy Museum.</p>	<p style="text-align: center;"><b>RE</b></p> <p><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>Data and Information – Grouping data</b></p> <p>Pupils will be using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p> <ul style="list-style-type: none"> <li>• To label objects.</li> <li>• To identify that objects can be counted.</li> <li>• To describe objects in different ways.</li> <li>• To count objects with the same properties.</li> <li>• To compare groups of objects.</li> <li>• To answer questions about groups of objects.</li> </ul>
<p style="text-align: center;"><b><u>D&amp;T</u></b> <b>Structures –</b> <b>Constructing a windmill</b></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Identify some features that would appeal to the client (a mouse) and create a suitable design.</li> <li>• Explain how their design appeals to the mouse.</li> <li>• Make stable structures, which will eventually support the turbine, out of card, tape and glue.</li> <li>• Make functioning turbines and axles that are assembled into the main supporting structure.</li> <li>• Say what is good about their windmill and what they could do better.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Fitness</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• To develop knowledge of how exercise can make you feel.</li> <li>• To develop knowledge of how exercise can make you strong and healthy.</li> <li>• To develop knowledge of how exercise relates to breathing.</li> <li>• To develop my understanding of how exercise helps my brain.</li> <li>• To develop my understanding of how exercise helps my muscles.</li> <li>• To begin to understand the importance of daily exercise.</li> </ul>	<p style="text-align: center;"><b>PE</b> <b>Yoga</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• To explore yoga and mindfulness.</li> <li>• To be able to copy and remember poses.</li> <li>• To develop flexibility when holding poses.</li> <li>• To develop balance when holding poses.</li> <li>• To create yoga poses using a hoop.</li> <li>• To create a yoga flow with a partner.</li> </ul>