



## 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

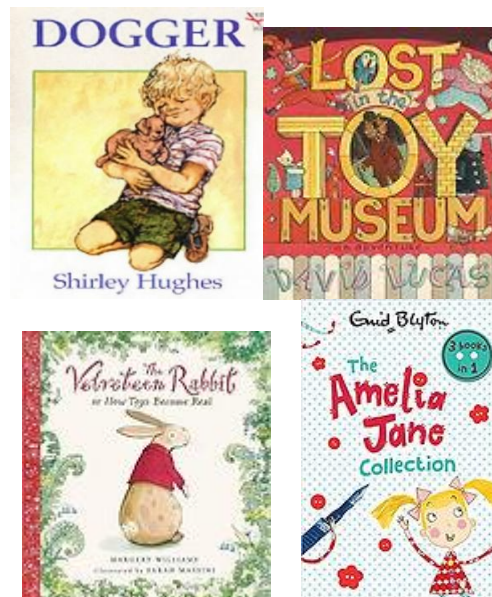
- Continue to write letters, c, a, o, d, g, q, s, e, f by beginning to form letters in the correct direction, starting and finishing in the correct places.
- Form capital letters and digits 0-9.
- End of term writing assessment.

## 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>• What are our toys like to today?</li> <li>• What are other people's toys like?</li> <li>• How can we tell toys are old?</li> <li>• What sort of toys did our grandparents play with and how do we know?</li> <li>• Who played with these toys in the past and how do we know?</li> <li>• How can we set up our own toy museum?</li> </ul> <p>Including a trip to the Brompton Museum</p>	<p style="text-align: center;"><b>RE</b> <b>Why does Christmas matter to Christians?</b></p> <ul style="list-style-type: none"> <li>• Who was Jesus?</li> <li>• What happened in the story of the birth of Jesus?</li> <li>• Was Jesus born where people would have expected?</li> <li>• Why is waiting and preparing for Christmas important for many Christians?</li> <li>• What do some people like to say thank you for at Christmas?</li> <li>• How do people use the story of the nativity to guide their beliefs at Christmas?</li> </ul>

<p style="text-align: center;"><b>Music Tempo</b></p> <p>In this unit, children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p> <ul style="list-style-type: none"> <li>• To demonstrate slow and fast with their bodies and voices.</li> <li>• To demonstrate slow and fast beats while saying a rhyme and using an instrument.</li> <li>• To perform a song using a singing voice.</li> <li>• To perform with an instrument.</li> <li>• To observe others and move, speak, sing and play appropriately.</li> <li>• To sing in time from memory, with some accuracy.</li> <li>• To keep a steady pulse.</li> <li>• To move, speak, sing and play demonstrating slow and fast beats.</li> </ul>	<p style="text-align: center;"><b>PHSE Citizenship</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• To recognise the importance of rules.</li> <li>• To begin to recognise ways in which we are both the same as and different from other people.</li> </ul>	<p style="text-align: center;"><b>Computing 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>D&amp;T Wheels and Axles</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain that wheels move because they are attached to an axle.</li> <li>• Recognise that wheels and axles are used in everyday life, not just in cars.</li> <li>• Identify and explain vehicle design flaws using the correct vocabulary.</li> <li>• Design a vehicle that includes functioning wheels, axles and axle holders.</li> <li>• Make a moving vehicle with working wheels and axles.</li> <li>• Explain what must be changed if there are any operational issues.</li> <li>• </li> </ul>	<p style="text-align: center;"><b>PE 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 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>