



English

Writing: To write a Report/Fact File

Grammar/Punctuation

- Use the concept of a sentence.
- Use basic sequencing of sentences.
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Use the correct tense form.
- Use the conjunction 'and' to join ideas.
- Separate words with spaces.
- Use capital letters for names of people, places, the days of the week and the personal pronoun 'I'.

Transcription

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

Handwriting

- Write the letters r, b, n, h, m, k and p by beginning to form letters in the correct direction, starting and finishing in the correct places.
- Form capital letters and digits 0-9.

Phonics/Spellings

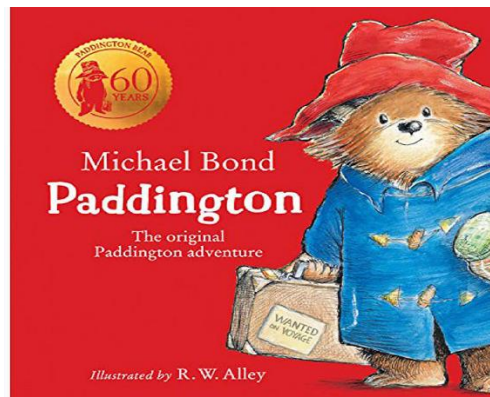
- The phoneme 'igh' written as ie, i-e, i and y.
- The phoneme 'oa' written as ow, o-e, oe and o.
- The phoneme long 'oo' written as ew, u, ue and u-e.
- The phoneme short 'oo' written as u and oul.
- To know how to read and spell the irregular words: oh, their, people, Mr, Mrs Ms, water, where, who, again, thought, through
- To know how to read and spell words that end in 'ed' (sounding /t/). Examples are 'looked', 'called' and 'asked'.
- To complete a practise Phonics Screening Check.

Topic

The United Kingdom



Class Book Traditional Tales



Maths

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

Place Value (within 20)

- Count within 20.
- Understand 10.
- Understand 11, 12 and 13.
- Understand 14, 15 and 16.
- Understand 17 18 and 19.
- Understand 20.
- 1 more and 1 less.
- The number line to 20.
- Use a number line to 20.
- Estimate on a number line to 20.
- Compare numbers to 20.
- Order numbers to 20.
- End of Unit Assessment.

Addition and subtraction (within 20)

- Add by counting on within 20
- Adding ones using number bonds
- Find and make number bonds to 20
- Doubles
- Near doubles
- Subtraction using number bonds
- Subtraction- counting back
- Subtraction – finding the difference
- Related facts
- Missing number problems
- End of Unit Assessment

Science

Everyday Materials

Pupils will learn to:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

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

The United Kingdom

Pupils will learn to:

- Locate on a map the four countries of the United Kingdom.
- Identify the four cities and surrounding seas of the United Kingdom.
- Explain the differences between human and physical features.
- Describe the human and physical features of one of the Capital Cities of the United Kingdom.
- Share an understanding of the United Kingdom.

Pupils should be able to:

- Locate the United Kingdom on a map.
- Name the four countries of the United Kingdom.
- Locate the four countries of the United Kingdom on a map.
- Name the capital cities of the United Kingdom.
- Locate the capital cities of the United Kingdom on a map.
- Explain what a physical feature is.
- Explain what a human feature is.
- Describe the characteristics of the capital cities of the United Kingdom.
- Describe the characteristics of the four countries of the United Kingdom.

RE

Who is Jewish and how do they live?

Pupils will learn to:

- Recognise the words of the Shema as a Jewish prayer.
- Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) •
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.
- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

<p style="text-align: center;">Music Dynamics</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Use appropriate, justified movements to represent dynamics. • Identify sounds within the music and describe them using adjectives. • Recreate sounds using voice or body and extend ideas by adding dynamics. • Create appropriate, original sounds with their voice and body. • Use instruments to create loud and soft sounds. • Justify instrument and sound choices. • Follow instructions during a performance. • Create and play a musical score that showcases understanding by using dynamic symbols. 	<p style="text-align: center;">Art Exploring Watercolour</p> <ul style="list-style-type: none"> • Develop experience of primary and secondary colours • Understand watercolour is a media which uses water and pigment. • Explore watercolour in an intuitive way to build understanding of the properties of the medium. • Work back into a painting with paint, pen or coloured pencil to develop the imaginative imagery. • Look at the work of artists who draw and paint, listening to the artists' intention behind the work and the context in which it was made. • Respond to our painting; understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. • Understand all responses are valid. 	<p style="text-align: center;">Computing Creating Media - Digital Painting</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"> • Describe what different freehand tools do. • Use the shape tool and line tools. • Make careful choices when painting a digital picture. • Explain why I chose the tools I used. • Use a computer on my own to paint a picture. • Compare painting a picture on a computer and on paper.
<p style="text-align: center;">PHSE Family and Relationships</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To understand that families look after us. • To know some words to describe how people are related (e.g. aunty, cousin, etc.) • To know that some information about me and my family is personal. • To understand some characteristics of a positive friendship. • To understand that friendships can have problems but that these can be overcome. • To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. 	<p style="text-align: center;">PE Gymnastics</p> <p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <ul style="list-style-type: none"> • To explore travelling movements. • To develop and combine travelling movements. • To develop quality when performing and linking shapes. • To develop quality when linking shapes. • To develop stability and control when performing balances. 	<p style="text-align: center;">PE Dance</p> <p>In this unit pupils learn to explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <ul style="list-style-type: none"> • To use counts of 8 to move in time and make my dance look interesting. • To explore pathways in dance. • To create a dance using actions, pathways and counting. • To explore speed and actions in a pirate based dance. • To copy, remember, repeat and create and perform actions that represent the theme.