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| English  Non-Fiction: Non chronological reports   * Make simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation * Explain how different types of writing, including narratives, are structured and apply this to their own and others’ writing * Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways * Read and discuss non chronological reports, identifying organisational features and presentation for various subjects * Retrieve and share information from reports * Investigate the language used in non-chronological reports * Plan a report using headings, subheadings, key details, paragraphs and information * Write their own non-chronological report | Mathematics  Number   * Compare and order numbers from 0 up to 100 * Recognise the place value of each digit in a two-digit number * Read and write numbers to at least 100 in numerals and in words * Identify, represent and estimate numbers using different representations * Recognise and use the inverse relationship between addition and subtraction and use this to check calculations * Solve missing number problems   Measures   * Compare and sequence intervals of time * Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times   Geometry   * Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line   Mental Maths   * Recall and use addition and subtraction facts to 20 and 100 * Learn facts fluently up to 20 * Recall and use all multiplication and division facts for the 2, 5 and 10 multiplication tables, * Recognise odd and even numbers * Count in steps of 2, 3, and 5 from 0, | Topic  Houses and Homes   * To know that all pupils have a personal address and that they travel to school * To know their sense of place in relation to home and school * To describe a route * To recognise some of the physical and human features in their locality * To understand some of the ways in which the features are used * To describe the features of the local environment * To express views on the features * that changes occur in the locality * To identify some of the uses of land and buildings in their locality * To think about how places change for better or worse over time | Science  Uses of everyday materials   * To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. * To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. * To look at how some materials change when they are heated or cooled. * To investigate different materials and their properties. – look at fair testing. * To find out about people who have developed useful new materials e.g. John Dunlop, Charles Macintosh and John McAdam   RE  Why did Jesus teach the Lord’s Prayer as a way to pray?   * To understand God as “Father” in the Lord’s Prayer * To remember part of The Lord’s Prayer & understand trust in the prayer. * To talk about what is special to them & compare it with other people. * To understand forgiveness in prayer & to show respect to others ideas & feelings. * To understand what Christians mean by temptation. * To understand praise & eternity in the Lord’s Prayer & to identify what they are thankful for. * To remember & understand the meaning behind the Lord’s Prayer and to show respect to others ideas & feelings |
| PE  Games   * To be confident and safe in the spaces used to play games * To improve the way they coordinate and control their bodies using a range of equipment * To recognise good quality in performance * To choose, use and vary simple tactics * To remember, repeat and link combinations of skills | Music  Hands, Feet and Heart   * How to listen to music. * To sing the song. * To understand the geographical origin of the music and in which era it was composed. * To experience and learn how to apply key musical concepts / elements, e.g. finding a pulse, clapping a rhythm, use of pitch. * To work together in a band/ensemble. * To develop creativity through improvising and composing within the song. * To recognise the style of the music and to understand its main style indicators. * To understand and use general musical vocabulary and specific vocabulary linked to the song. | Computing  Creating pictures   * ICT can be used to: * create pictures, building skills including: * Correcting mistakes and exploring alternatives; * Use simple mark making tools * Use the flood fill tool * Selecting a straight line, spray and geometric shapes * Children will also be introduced to saving work | PSHE  Health & Wellbeing   * What is meant by a healthy lifestyle * How to maintain physical, mental and emotional health and wellbeing * How to manage risks to physical and emotional health and wellbeing * Ways of keeping physically and emotionally safe * Managing change, including puberty, transition and loss * How to make informed choices about health and wellbeing and to recognise sources of help with this * How to respond in an emergency * To identify different influences on health and wellbeing |