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| EnglishNon-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
 | MathematicsNumber* 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
 | ScienceUses 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

REWhy 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
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| 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
 | MusicHands, 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.
 | ComputingCreating 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
 | PSHEHealth & 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
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