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| English  Non-fiction: Labels, lists and captions  **-Write sentences by re-reading what has been written to check that it makes sense**  ***Demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear***  -to learn how to label, make lists and add captions, and where it is appropriate to use each  - To recall to their friends where they live  -To discuss the different types of homes.  - To write a list of things that they might find in each room of a home.  - To bring in something from their home and discuss why it is special and write a label for that particular item.  -Children write a caption for their item.  - Children label a drawing of their home and then write a caption for their home.  - Children write labels and captions for the different types of homes that they made last week  - children to walk around the school, creating plans and maps of class locations  - Children to walk through park, around school block and create maps and label things seen  - Write captions and simple sentences to describe what they have seen in the local environment – posters about the park/ keeping it tidy | Mathematics  Number  -add and subtract 1, 2 and 5 from numbers up to 10 then 20 including adding zero –encourage mental but use equipment and pictorial representations as needed.  -count forwards and backwards 0-10 then 0-20  -read and write numbers 0-10 then 0-20  -given a number, identify one more and one less  -read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs  -add and subtract with 1 digit amounts –up to 10 first then crossing 10 barrier.  -solve problems –use practical equipment and pictorial representations  -count forwards and backwards 0-20  -read and write numbers 0-20 in numerals and words  -given a number, identify one more and one less  -also add missing number sums e.g 6 + \_\_\_ = 9  -buying items with pennies  -simple addition of two amounts with 1p, 2p, 5p  Geometry  -Identify and handle common 3-D shapes –relate to everyday objects –identifying 3d shapes in the classroom  Handling data and measures  -naming coins –understanding they have a value  –buying items with pennies  -knowing there is 2p, 5p and 10p  -showing how many pennies are the same value.  -introducing language of time  -events in a day, sequencing events –before, after, morning, afternoon, evening  -days of the week, months of the year  Securing number facts, relationships and calculating  -counting objects –counting in two’s  -represent and use number bonds and related subtraction facts within 20  -finding pairs of numbers to make 10 (20 if ready) | Topic  *Including: Art & design, Design & technology, Geography, History*  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  -To know 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  -Discuss how to cut and fold card to make shapes  -To use a variety of objects and tools to print regular patterns and irregular patterns.  -To think about which parts of buildings their patterns and textures suggest | Science  Everyday Materials  -To be able to identify and name a variety of everyday materials e.g. wood, plastic, glass, metal, water & rock.  -To be able to distinguish between an object and the material from which it is made.  -To be able to describe the simple physical properties of a variety of everyday materials.  -To compare and group together a variety of everyday materials on the basis of their simple physical properties.  -To investigate different materials and their properties e.g. *what is the best material for an umbrella? What is the best material for a book shelf?* |
| Music  **Unit:**Hey You**Style: Old School Hip Hop**  -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, eg 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 understand and use the first five notes of C Major scale while improvising and composing.  -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 | PE  Games- Ball Skills  -Throwing and catching  -Aiming/target games  -Kicking  FUNS SKILLS  -To side step in both directions  -To hop on either leg  -To gallop with either leg  -To skip  -To balance on either leg | Computing  Modelling  -Make choices and know that people make different choices  -Understand that a computer can be used to simulate/model an environment where choices can be made  -Know that representations of real or fantasy situations can be made in many different ways  -Use a painting program to create a representation of a scenario  -Print out their work unaided  -Select and add stamps/motifs or clip art to a scene  -Describe their scenario  Children draw a picture of their home | RE  Creation  -To be able to talk about what happened in the story of Creation and how it makes them feel  -To talk about God’s instructions for caring for the Creation and identify what is important to them  -To learn about God’s command to Adam and Eve and to link these to their own actions  -To ask questions about Creation and to suggest answers  -To understand the phrase *‘made in God’s image’* and to identify how they are unique and special  -To think about how religious people and the church care for us and the local community |
| PSHE  Health and Wellbeing  -To learn about some of the things that keep our bodies healthy  -To learn the importance of and how to maintain personal hygiene  -To learn about what they like and dislike  -To learn about the different feelings we may have and how to manage them |  |