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| EnglishNon-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  | MathematicsNumber -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, 5pGeometry -Identify and handle common 3-D shapes –relate to everyday objects –identifying 3d shapes in the classroomHandling 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 yearSecuring 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 | ScienceEveryday 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  | PEGames- Ball Skills -Throwing and catching-Aiming/target games-KickingFUNS SKILLS-To side step in both directions-To hop on either leg-To gallop with either leg-To skip-To balance on either leg | ComputingModelling-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 scenarioChildren draw a picture of their home | RECreation-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  |
| PSHEHealth 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  |  |