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| LiteracyLabels, Lists and Captions* To recall to their friends where they live.
* To discuss the different types of home.
* 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 painting of their home and then write a caption for their home.
* Children write labels and captions for the different types of homes

 Familiar stories* Retell stories, ordering events using story language.
* Children think carefully about an adventure that a character might have had.
* Children create a story board
* Children act of their story and write up their stories.
* Read Little Red Riding Hood – discuss main elements of the story:
* Children sequence the story of Little Red Riding Hood.
* Children start to make up their own adventure story.
* Children make up their own setting through drawing and then writing about it using descriptive language.
* Children draw and describe what their character is like?
* Children create a plan for their story.
* Children write the beginning, middle and end of their stories.

  | NumeracyNumber* Count reliably at least 10 objects
* Estimate a number of objects that can be checked by counting.
* Read and write numerals from 0 to 20, then beyond.
* Say the number that is 1 more or 1 less than any given number.
* Number ordering, number recognition.
* Problem solving
* Describe ways of solving puzzles and problems, explaining choices and decisions orally
* Solve problems involving counting, adding,

Geometry – Properties of shapes* Describe simple patterns and relationships involving numbers or shapes
* Visualise and name common 2-D shapes

Handling data and measures* Estimate, measure, weigh and compare objects, choosing and using suitable non-standard or and measuring instruments
* Compare two lengths, weights, capacities practically using non-standard units.

Calculating, measuring, understanding shape* Count reliably at least 20 objects
* Estimate a number of objects that can be checked by counting
* Count on or back in ones, twos,
* Estimate amounts to 20,
* Visualise and use everyday language to describe the position of an object

Securing number facts, relationships and calculating* Addition and subtraction number sentences
* Begin to record in number sentences on white boards
 | TopicAround Our School* Where do I live?
* Where do children in my class live?
* Where is the school?
* How do we get to school?
* Features of the area surrounding our school
* What can we do in our area – Park, Cinema, River etc.?
* Comparing our school with a school around the world
* School walk
* Labelling photographs
* Planning an area
* Making an Area
* Evaluating an area
 | 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?*
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| PE GAMES - Throwing and kicking* Warm up, finding spaces
* Various circle games
* Encourage freezing in a space and change direction.
* Play games with beanbags
* Balance beanbags
* Throwing beanbags underarm, increase distance, increase consistency of accuracy
* Quoit skills
* Ball skills
* Kicking beanbags, increase distance, increase consistency of accuracy
* Throwing a quoit, increase distance, to a target
* Dribbling a ball
* Ball games.

PSHEHealth and Wellbeing* What a healthy lifestyle is and how to maintain it, including the benefits of exercise / rest / healthy eating and dental health.
* To recognise what they like and dislike, how to make real and informed choices
* To think about themselves and to learn from their experiences.
* Celebrate their strengths and set simple yet challenging goals.
* To learn about good and not so good feelings
* To learn and use vocabulary to describe those feelings
* Learn simple strategies for managing those feelings
 | MusicHey You* 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 play instruments to the music with/without notation
* 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
 | ICTModelling* 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.
 | REWhat responsibility has God given people about taking care of Christianity? * 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.
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