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| Literacy  Labels, 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. | Numeracy  Number   * 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 | Topic  Around 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 | 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?* |
| 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.   PSHE  Health 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 | Music  Hey 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 | ICT  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  What 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. |