|  |  |  |  |
| --- | --- | --- | --- |
| LiteracyTraditional Tales* Read ‘The Jolly Postman’. Discuss fairytale characters he meets on the way.
* Write a letter / invitation, postcard
* Children read a range of fairytale stories and identify the main elements of the story: what happens in the beginning, middle and end of the story, main characters, setting etc.

Poetry: Pattern and Rhyme * Identify what a rhyme is, what makes a rhyming word.
* Play lots of rhyming games
* Sing Nursery rhymes as a class and identify rhyming words.
* Read ‘*Jump or Jiggle*’ poem to class by Evelyn Beyer. Identify the rhyming words. Ask the children to make a list of new animals and their movements.
* Write poem as a class choosing an animal and describing how they move.
* Read the story ‘*Down the back of the Chair*’. Children write similar rhyming sentences to book about what they would find down the back of the chair.
* Read 1, 2 buckle my shoe’. Write their own rhyming sentences (poem) starting with one, two and continuing up to 10.
 | NumeracyNumber* Understanding + and –
* Compare and order numbers
* Use the equals ( = ) sign
* Relate addition to counting on
* Recognise that addition can be done in any order - Addition of a one-digit number to a one digit number
* Understand subtraction as 'take away
* Describe and record addition and subtraction number sentences
* Derive and recall all pairs of numbers with a total of 10
* Addition facts for totals to at least 5; work out the corresponding subtraction facts

Geometry – properties of shapes / position & direction* Visualise and name common 2-D and 3D shapes and describe their features
* Talk about shapes, describe them.
* Find shapes in the local area / environment
* Use the vocabulary of halves in context
* Learn what a half is, make and split shapes in half
* Describe position of shapes on a grid

Problem Solving* Answer a question by recording information in lists and tables
* Present outcomes using pictograms
* Ask different question and collect data in a tally chart.

Measurement* Solve problems involving money, for example to 'pay'
* Recognise coins, add to 20p
* Use vocabulary related to time
* Order days of the week and months
* Read the time to the hour
* Days of the week,
* Discuss clocks and features
 | TopicElizabeth II* Who she is?
* Her place in the Royal Family
* What does she do?
* Where she lives - Buckingham Palace and Windsor Castle
* Costume and Regalia – special / state occasions

Elizabeth I* Who was she?
* Her place in the Royal Family
* What did she do?
* Where did she live?
* Costume and Regalia – special / state occasions

Royal Portraits* Evaluating Royal Portraits
* Jewellery – Colour and Shape
* Portraits – Heads on Stamps

PSHEHealth and wellbeing* About basic personal hygiene routines
* About the spread of infections
* About growing from young to old
* about what makes them unique
* how to set simple goals
* About change and loss e.g. starting school, a new baby brother/sister, moving to a new class
* About the feelings associated with change or loss
* About people who take care of them
* About the family networks they belong to
 | ScienceSound and Hearing* Investigate different sources of sound around school and the local area
* Music – Identify different sounds
* Identify objects that make sounds
* Music – Identify different instruments
* Investigate how to alter the vocal sounds
* Music – Singing songs
* Investigate how to know from which direction sound comes from and how we hear
* Literacy – To label the ear
* Know that loud sounds can be heard over a greater distance –link to music

REWhat is the story of Noah really about? * To know the story of Noah’s Ark and to ask questions based on their understanding and beliefs.
* To understand what grace means to Christians and what can be learnt about grace from the story of Noah.

Incarnation: Which Character Are You? Why Are YouImportant? * To listen attentively to the Nativity story and identify what is meant by ‘the good news’.
* To begin to identify why Mary and Joseph were chosen to be Jesus parents and identify what makes a ‘good’ parent, giving reasons for their ideas.
* To describe what we might learn from the Nativity story and the actions of each of the characters.
 |
| PE Gymnastics* Explore ways of travelling in a space
* Travel in a space and out
* Make up a phrase with a partner
* Put a movement phrase on to apparatus
* Work with a partner on apparatus
* Learn how to make clear body shapes
* Practice clear weight taking actions and link these actions to make a sequence
* Work on stretching and put these into movements on apparatus
* Work with a partner to create a movement sequence.
* Perform on apparatus
 | Music**Rhythm in the Way We Walk and The Banana Rap*** 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.
* **Learn about the interrelated dimensions of music**
* To develop creativity through improvising and composing within the song.
* To play instruments to the music with/without notation
* To recognise the style of the music and to understand its main style indicators.
 | ICTModelling * Make choices and 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
* Explain how their representations differ from real life
* Children draw a picture of their home.
 | REWhat is the story of Noah really about? * To know the story of Noah’s Ark and to ask questions based on their understanding and beliefs.
* To understand what grace means to Christians and what can be learnt about grace from the story of Noah.

Incarnation: Which Character Are You? Why Are YouImportant? * To listen attentively to the Nativity story and identify what is meant by ‘the good news’.
* To begin to identify why Mary and Joseph were chosen to be Jesus parents and identify what makes a ‘good’ parent, giving reasons for their ideas.
* To describe what we might learn from the Nativity story and the actions of each of the characters.
 |