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| Literacy  Non-Fiction: Information texts   * Children identify the differences between fiction and non-fiction books. * They sort books and extracts and discuss the main features. * Ask simple questions about what they want to find out about. * Identify a contents page and an index in an information text. * Say what the key structural features of a simple information text are. * Sort words from an index, glossary and contents page into alphabetical order and stick them on a large poster in groups/pairs or individually. * Say whether a sentence is in an appropriate style for an information text. * Children look at an information pages with missing parts. * Children label the key features. They then read through some information and cut and stick it in the correct place on the information text. * They fill in the last gap of information using the main information as a starting point. * Recognise the main events that shape different texts * Write chronological and non-chronological texts using simple structures * Write sentences for an information text in an appropriate style. | Numeracy  Number   * Say the number that is 1 more or less than any given number * Count reliably at least 30 * Read and write numerals from 0 to 20, then beyond * Compare and order numbers, using the related vocabulary; use the equals sign * Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences * Relate addition to counting on; recognise that addition can be done in any order * Understand subtraction as 'take away   Geometry – properties of shapes / position & direction   * Describe simple patterns and relationships involving numbers   Measurement   * Estimate, measure, weigh and compare objects, choosing and using suitable non-standard and measuring instruments * Compare a range of measures; choose appropriate measuring equipment for different jobs.   Number – Place Value   * Relate addition to counting on; recognise that addition can be done in any order * Understand subtraction as 'take away' and find a 'difference' by counting up * Record in books confidently * Use tens and units to add and take away 2digits   Measurement   * Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour * Look at half past * Count on or back in ones, twos, tens and use this knowledge to derive the multiples of 2, 10 to the tenth multiple * Learn what a multiple is, missing numbers to 50 * Sequence numbers in different groups, use number lines to work out jumps | Topic  London   * To place the events of the plague and Great Fire on a time line * To understand what it was like to live in London during the time of the plague * To use secondary sources to gain information about how the plague was spread * To recognise symptoms of the plague * To know where the Great Fire broke out * To know when the fire happened * To understand why the fire broke out * To study who Samuel Pepys was and what he did * To know how the fire was put out * How London changed after the Great Fire   PSHE  Relationships   |  | | --- | | * To communicate their feelings to others, to recognise how others show feelings and how to respond * To recognise that their behaviour can affect other people * The difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable * To recognise what is fair and unfair what is right and wrong * To share their opinions on things that matter to them and explain their views * To listen to other people and play and work cooperatively. | | Science  Animals including Humans   * To be able to name a variety of common animals including fish, amphibians, reptiles, birds and mammals. * To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores. * To be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). * To be able to name draw and label the basic parts of the human body. * To be able to say which part of the body is associated with each sense.   RE  Parables, the teachings of Jesus   * Why did Jesus tell stories? * Who helps you when you are lost? * Can God help you when you are lost? * Why is it important to listen? * Why is it important to believers to listen to God? * Are you a good listener? * What makes someone a good friend? * What is Jesus’ understanding of friendship? * What is your understanding of the parables * What do the parables teach Christians about how to live their lives? * What do the parables tell us about the nature of God from a Christian perspective? * How should we live together as the human family? * The importance of listening, friendship, making the right choices. * Who helps us to make the right choices in life? |
| PE  Dance – The Magic Toys   * Explore movement ideas and respond imaginatively to a range of stimuli. * Move confidently and safely in their own space, using change of speed, level and direction. * To remember and repeat a range of actions with a partner. * To compose and perform short dances with clear beginnings, middles and ends * The children follow the music and re-enact the story through dance | Music  In the Groove   * To listen to and appraise the song in various styles * 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 2 notes of the C Major scale (C and D) while improvising and composing. * To play instruments to the music with/without notation * 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 | Computing  Representing Information   * Recognize that there is a connection between data collected, sorted and classified, and a pictogram * Recognize that data can be represented by pictograms and that the longer the column in a pictogram the higher the number * Use a pictogram to help answer simple questions * Enter data into a graphing package to create a pictogram and use it to find answers to simple questions * Sort objects using one criterion * Use a graphing package to produce a pictogram of their data |  |