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| LiteracyNon-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.
 | NumeracyNumber * 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
 | TopicLondon* 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

PSHERelationships

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| * 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.
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 | ScienceAnimals 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.

REParables, 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?
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| 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
 | ComputingRepresenting 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
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